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ABSTRACT

This directory presents descriptions of 237 projects that cover the impact of curriculum transformation on women in colleges, universities, and schools throughout the United States. The introduction describes 11 major consortial projects and 9 research centers involved in a total of 184 additional projects. The main section of project descriptions is arranged alphabetically by the name of the institution. Other information in each listing includes location, project dates, project director and/or contact person, disciplines involved, an abstract, funding (amount and source), and outcome/s (actual or expected). Appendices list the projects by the following categories: date of project, location by state, type of institution (K-12, two-year, four-year, research), and amount of funding. There are also two appendices that list projects focusing on K-12 curriculum and those that involve graduate students. Contains indexes by names, disciplines, and institutions. (DB)

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ED 432 959

# WOMEN in the CURRICULUM

# DIRECTORY Curriculum Transformation Projects and Activities in the U.S.

National Center for
Curriculum Transformation
Resources on Women

1997

HE 031 811

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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# ACKNOWLEDGEMENTS

This *Directory* is only the latest of several attempts over the last twenty years to capture the activity in curriculum transformation on women in colleges, universities, and schools throughout the United States. In 1984 Barbara Kneubuhl and Peggy McIntosh of the Wellesley College Center for Research on Women compiled a *Directory of Projects: Transforming the Liberal Arts Curriculum through Incorporation of the New Scholarship on Women* which was updated the following year. In 1985 Betty Schmitz included in her book on curriculum transformation, *Integrating Women's Studies into the Curriculum. A Guide and Bibliography* (The Feminist Press), an edited version of the Wellesley directory plus newer projects from the Western states, about 103 projects in all. In 1987 Wellesley extended the coverage to 32 K-12 schools and produced a *Directory of School Projects and Consultants in Women's Studies*. In 1989, Betty Schmitz began compiling additional project information in anticipation of publishing an updated directory. She generously donated these files to the National Center for Curriculum Transformation Resources on Women to provide a basis for the current *Directory*.

Although the current *Directory* provides individual descriptions for 237 projects, the "Introduction" lists 184 additional projects not represented here in individual descriptions. Combined with 48 projects from the earlier directories that are not included in the current *Directory*, the total number of projects that we have identified so far is 469. Since we know there are projects that we have missed and that work is going on routinely inside of many institutions as part of their curriculum and faculty development, this total number is only a minimum. In addition, the number of projects does not reflect the much larger number of faculty and teachers and even larger number of students influenced by curriculum transformation. For instance, the Wellesley SEED project, Seeking Educational Equity & Diversity which focuses on the secondary curriculum, has worked with 6,800 teachers in 32 states and 10 other countries.

While directories look impersonal and somewhat mechanical, they require large amounts of time, patience, and personal commitment on the part of project directors and staff to compile and check for accuracy. Many people have contributed to providing, updating, checking, and editing the information in this volume.

and we wish to thank them here: Betty Schmitz for providing basic files; Beth Vanfossen for designing and supervising the telephone interview that enabled us to collect information from project directors; the many project directors themselves who patiently answered questions, sent materials, and revised and approved copy; and the graduate assistants who made the phone calls, entered and revised copy, and maintained accurate computer files. These latter include Jahwei Chow, Tanya Dorsey, Jolie Susan, and Robin Zanchetta, all of whom compiled the initial information; Kim Berry, who integrated all the information into a wonderfully rational computer system; Sarah Jones, who wrote the descriptions of the Western States Projects; Cynthia Andrews, who helped contact project directors for final information; Verna Staggers, who brought the *Directory* to completion; and Melanie Upright, who met the challenge of converting it all into publishable format. Deborah Miers' fine work as Senior Editor during the later stages of the *Directory* is apparent throughout. To Jolie Susan we also owe careful proofing of several stages of final copy.

Sara Coulter
Co-Director
National Center for Curriculum
Transformation Resources on Women

# INTRODUCTION

This *Directory of Curriculum Transformation Projects and Activities in the United States* provides brief descriptions and basic information for over 200 curriculum transformation projects in secondary and postsecondary education from 1973 to the present. Curriculum transformation on women and curriculum transformation projects are a development of women's studies programs and scholarship. These projects and activities seek to assist faculty and teachers in incorporating the scholarship on women in all their diversity throughout the educational curriculum.

The primary purpose of the *Directory* is to identify and provide information about the extensive and valuable work that has been done in universities and schools throughout the United States in curriculum transformation on women. As faculty and institutions seek to initiate or extend their own work of curriculum revision, the models and resources already created by others are of immense value. Each project entry identifies the project director or other contact person and provides information about the size, design, and funding of the project. If the project has produced publications describing its work, we have indicated them at the end of the entry. For projects that interest you, fuller information can be obtained from these publications and by contacting the people indicated.

Since many of the curriculum transformation projects that have been conducted at individual institutions were part of a consortial arrangement with other institutions or part of a larger state or national program, we discuss these major consortial efforts and list the participating institutions in the introductory section on "Consortia." For easy identification of *Directory* descriptions of projects that were part of a consortium, we have provided the relevant consortial symbol in the individual project description.

There are also a number of centers or institutes whose work in curriculum transformation is extensive and on-going but does not fit easily into the categories appropriate for an individual project or consortium. For these, we provide separate descriptions in the introductory section on "Centers."

The Appendices at the end of this volume place the projects in several categories that are often of particular interest to educators: date of project, location by state, type of institution (K-12, two-year, four-year, research), and amount of funding. In addition, there are two appendices that list projects focusing on K-12 curricula and those that involved graduate students. Other kinds of cross listings, such as names of individuals, institutions, and disciplines included in a project, may be more conveniently accessed through the indexes.

Please evaluate the usefulness of this Directory, and assist us in identifying projects that should be included in subsequent editions or as updates on our World Wide Web page (http://www.towson.edu/ncctrw). A "Reader Comment" form has been provided for this purpose as a card insert and as a page at the end of the volume.

## *Consortia*

Many of the curriculum transformation activities conducted at individual institutions have been part of consortial projects funded by large grants awarded initially to a single institution or organization that designed and/or coordinated and provided resources for the basic project. These diverse and large-scale projects usually take several years to complete or may continue to be funded for many years. Although the consortial plan can vary, typically activities such as conferences, institutes, and workshops are provided for the institutions participating in the consortium, and smaller amounts of money are disbursed for activities on individual campuses. There is often an application process that leads to the initial selection of participating institutions and subsequently to the awards of money for their work.

There are many advantages to consortial projects, but they require major organization, cooperation, and funding. The larger consortia included in this directory are listed below in ascending chronological order from the earliest to the most recent. While the list of institutions participating in a consortium is complete, the *Directory* contains individual descriptions only for those that are marked with an asterisk. The circled acronym following the name of the consortium will be used in the *Directory* to identify participating institutions which have their own project descriptions.

### *Northern Rockies Program on Women in the Curriculum 1981-1983* NRWC

The Northern Rockies Project (1981-83) used an existing consortium, the Northern Rockies Consortium for Higher Education, NORCHE, to support curricular innovation and disseminate information. Drawing on a project funded by the

Women's Educational Equity Act and directed by Betty Schmitz at Montana State University from 1979-81, the Northern Rockies project aimed at assessing what was possible in the absence of large amounts of funding. Supported by FIPSE (Fund for the Improvement of Postsecondary Education) participants received "minimal" assistance in the form of a 4-day training seminar, to which they paid their own way, and $2,000 in matching funds. The project was administered by a quarter-time program director, a half-time program coordinator, and a half-time administrative assistant at Montana State. Ten project sites were chosen from a pool of 22 applications:

Central Wyoming College
University of Idaho/Washington State University (a consortial project)
Lewis-Clark State College
Montana College of Mineral Science and Technology
* Montana State University
Southern Utah State College
University of Utah
Weber State College
* Western Wyoming Community College
* University of Wyoming

Descriptions of all of these projects are provided in Betty Schmitz, *Integrating Women's Studies into the Curriculum, A Guide and Bibliography*. New York: The Feminist Press, 1985, pp. 67-96.

## *Western States Project on Women in the Curriculum, 1983-1985, 1986-1988*

WSP

The Western States Project on Women in the Curriculum was administered by the Southwest Institute for Research on Women (SIROW), University of Arizona, under a Ford Foundation grant from 1983-85; Myra Dinnerstein and Betty Schmitz served as co-directors. The Northwest office for the project was located at Montana State University and later at Lewis and Clark College. The Western States Project grew out of earlier faculty development efforts, including those at University of Arizona (1980-83) and Montana State University (1979-81). Twenty-one were funded through a small grant program of up to $3,000 each. In addition, the project sponsored three regional conferences and a consulting grant program which provided matching funds to institutions to hire consultants and published a *Directory of Consultants in the West*. In 1984, the Project staff collected transformed syllabi from across the United States and selected 30 of them to publish with Project essays and bibliographies in volumes available from SIROW, University of Arizona, Douglass Building #102, Tucson, AZ 85721. Participating colleges and universities:

* University of Albuquerque
* Central Washington University
* Colorado College
* University of Nebraska at Omaha
* University of New Mexico
* University of North Dakota

- * Colorado State University
- * Eastern New Mexico University
- * Eastern Washington University
- * Fairhaven College
- * Gonzaga University
- * Heritage College
- * Kansas State University
- * Lewis and Clark College
- Regis College
- * College of Saint Mary
- * Texas A & M University
- * University of Texas at Arlington
- * University of Texas at El Paso
- * University of Utah
- * University of Wyoming

In 1986-1988, with funding from The Ford Foundation ($210,000), the project extended small grants and assistance to eighteen community colleges in eleven states, thus initiating the first large-scale, multi-institutional curriculum transformation for community colleges. Directors built on work from the 1983-85 project and that at several community colleges around the country, including Montgomery College (Maryland), Portland Community College (Oregon), and Western Wyoming and Central Wyoming Colleges. The project was co-sponsored by the League for Innovation in the Community College. A principal aim was to encourage incorporation of multicultural women's studies across the curriculum. Participating community colleges:

- Anchorage Community College
- * Cabrillo College
- Clark College
- De Anza College
- * Donnelly College
- * El Paso Community College
- Glendale Community College
- Lane Community College
- Merritt College
- Mt. San Antonio College
- Pasadena City College
- * Pima Community College
- Portland Community College
- Salish Kootenai College
- Sinte Gliska College
- Temple Junior College
- Truckee Meadows Community College
- Western Wyoming College

Essays and transformed syllabi related to the Western States Project were published in three volumes by the Southwest Institute for Research on Women at the University of Arizona, Tucson, AZ.

### *The New Jersey Project, 1986-Present* NJP

The New Jersey Project, an on-going project begun in 1986, is a statewide and state-supported gender and multi-cultural integration project. Funded initially by a grant from the New Jersey Department of Higher Education for 1986-89 ($363,000), subsequent funding has come from a combination of state and corporate sources. The first stage of the project ran from 1986-89, under the leadership of Carol Smith and Ferris Olin at Douglass College, Rutgers University, as a three and one-half year endeavor to integrate new research on gender, race, class and ethnicity as a fundamental part of liberal arts curricula at state colleges and universities. It drew on earlier work carried out by Wendy Kolmar (Drew University) and Paula Rothenberg (William Paterson College). Special emphasis was placed on garnering political support and developing an active state-wide network. The project provided two-week summer residence institutes for teams of faculty, sharing of resources through workshops and newsletters, and sophisticated training in the use of library resources.

The second phase of the project began in 1989 and continues at William Paterson College, with Paula Rothenberg as director. The activities of the project have been diverse, including: continuation of the Summer Institute, annual conferences, annual Student Achievement Awards for Excellence in Feminist Scholarship, sponsorship of the ALANA (African, Latin, Asian, and Native American) network for women of color in New Jersey higher education, publication of the journal *Transformations*, and support for alliances between colleges and K-12 institutions.

Many New Jersey educational institutions have participated in the summer institutes, regional workshops, and conferences sponsored by the New Jersey Project. Some of these institutions have also obtained separate funding to conduct projects on their own campuses. Participating institutions:

Atlantic Community College
* Bergen Community College
Bloomfield College
* Brookdale Community College
Burlington County College
Caldwell College
* Camden County College
Centenary College
College of Saint Elizabeth
* County College of Morris
Cumberland County College
* Douglass College, Rutgers University
* Drew University
* Essex County College
Fairleigh Dickinson University, Madison
* Felician College
* Georgian Court College
Gloucester County College
Jersey City State College
Kean College
Mercer County Community College
Middlesex County College
* Monmouth University
Montclair State University
* New Jersey Institute of Technology
Ocean County College
Passaic County Community College
Princeton University
* Ramapo College
Raritan Valley Community College
* Richard Stockton College
* Rider College
Rowan College
Rutgers University, Camden
* Rutgers University, New Brunswick
Rutgers University, Newark

Salem Community College
Saint Peter's College
Seton Hall University
Stevens Institute of Technology
Trenton State College
Union County College
University of Medicine and Dentistry of New Jersey, Robert Wood Johnson Medical School
Upsala College
* William Paterson College

Essays and resources from the New Jersey Project are available in the Projects' journal *Transformations* published at Ramapo College and in Ellen G. Friedman, Wendy K. Kolmar, Charley B. Flint, and Paula Rothenberg, *Creating an Inclusive Curriculum, A Teaching Sourcebook from The New Jersey Project.* New York: Teachers College Press, 1996.

### *National SEED (Seeking Educational Equity and Diversity) Project on Inclusive Curriculum, 1986-Present* (SEED)

The SEED Project is based at Wellesley College, under the direction of Peggy McIntosh with the assistance of Emily Style, and with state offices in New Jersey (run by Emily Style) and in Minnesota (run by Cathy Nelson and Kim Wilson). Since 1986, the SEED Project has run school-based, teacher-led faculty development seminars for K-12 teachers in public and private schools throughout the United States and elsewhere, establishing a network of teachers, parents, and administrators in thirty-two states and in ten other countries. Funding is from private sources ($1,200,000 over 9 years). Public and private schools are formally affiliated by the school or district with the National SEED project or, where available, with the state branch. A week-long SEED New Leader's Workshop prepares one or two leaders from each participating school to coordinate a year-long reading group with other teachers in the school. The project provides each leader with books, articles, films, fiction, poetry and other materials designed to cultivate students' and teachers' respect and recognition of cultures not usually included in curricula or reinforced by school climates. Over 5,000 teachers have participated in National SEED seminars to date, and another 1,800 have participated in the New Jersey and Minnesota seminars. Some seminars have been led by parents, community members, or college teachers.

### *Mainstreaming Minority Women's Studies, 1988-1990* (MMWS)

In 1986, the Ford Foundation funded projects at Spelman College and Memphis State University, which house two of the principal centers for research on black women, to address the problem of inadequate consideration being given in curriculum transformation to the roles, contributions, and perspectives of women of color. These projects laid the groundwork for extending a more comprehensive program to mainstream minority women's studies during 1988-90. The Ford Foundation designated the National Council for Research on Women to coordinate the program (total funding $1.7 million); Mariam Chamberlain was Program Director and Liza Fiol-Matta was Program Coordinator. The mission of the program was to enable campus-based centers, many of them already engaged in curriculum transformation work, to collaborate with women's studies and race/ethnic studies in incorporating research and teaching about women of color into the undergraduate curriculum. The project included both individual institutions and consortia:

- University of Arizona
  a consortial project including:
  Arizona State University
  Metropolitan State University, Denver
  Northern Arizona University
  Northern Colorado University
  University of Colorado, Boulder
  University of Colorado, Colorado Springs
- Barnard College
- University of California at Los Angeles
- Colegio Universitario de Cayey
- Columbia University
- CUNY, Graduate School & University Center
- Duke/University of North Carolina
- George Washington University
- Memphis State University
- Metropolitan State University, St. Paul
  a consortial project including:
  - Augsburg College
    College of St. Catherine
    Macalester College
  - University of Minnesota
  - St. Cloud State University
- University of Oregon
- University of Albany, SUNY
- University of Wisconsin, Madision

Essays about the project and resources from individual campuses and faculty are provided in Liza Fiol-Matta and Mariam K. Chamberlain, *Women of Color and the Multicultural Curriculum, Transforming the College Classroom with a Segment on Puerto Rican Studies*. New York: The Feminist Press, 1994.

## *Towson State University/Maryland Community Colleges, 1988-1990* MDCC

In 1988, the Women's Studies Program at Towson State University was awarded a two-year grant ($236,000) by the Fund for the Improvement of Post-secondary Education (FIPSE) to conduct workshops for faculty from five community colleges on the new scholarship on women. Forty-four faculty met in five discipline-centered workshops—Biology and Allied Health, English and Composition, Fine Arts, History and Philosophy, and Sociology and Psychology—over three semesters to examine new scholarship on women and to revise and teach a course they had selected for change. Each institution provided the faculty at least three hours of assigned time to participate in the project. The three project directors were Sara Coulter and Elaine Hedges of Towson State University and Myrna Goldenberg of Montgomery College; in addition, each campus and each workshop had a coordinator. Meetings were held on a rotating basis at the participating institutions:

Anne Arundel Community College
Community College of Baltimore
Catonsville Community College
Montgomery College
Prince George's Community College
Towson State University

Essays and syllabi from project participants are available in Elaine Hedges, Myrna Goldenberg, and Sara Coulter, *Community College Guide to Curriculum Change*. Baltimore: Towson State University, 1990.

### *AAC&U American Commitments: Diversity, Democracy, and Liberal Learning, 1992-Present* (AC)

Informed by changing demographics in the United States and by the explosion of scholarship on gender, race, class, ethnicity, sexuality, and other differences, the Association of American Colleges and Universities designed its ambitious, multi-project initiative, American Commitments, to address fundamental questions about the role of higher education in a diverse democracy and to provide resources for colleges and universities willing to engage those questions as dimensions of institutional mission, campus climate, and curricular focus. The largest in the family of projects in American Commitments is its Curriculum and Faculty Development Network which eventually linked 92 institutions in a national network. The goal of the project was to create new intellectual frameworks for understanding the complex history of diversity within the context of the United States and to provide new curricular space for students to explore questions of identity, interconnection, inequality, and social justice in our pluralist democracy.

The first generation of the Curriculum and Faculty Development Network paired 22 resource institutions that had innovative curricular models in place with 43 planning institutions who wanted assistance in formulating and implementing new courses in U.S. diversity. Through conferences, consultations, workshops, campus-based faculty development activities, site visits to one another's campuses, and electronic communication, these 65 institutions helped define an emerging national curriculum in American pluralism. The second generation of the project added another 27 planning institutions to the Network. In 1994 and 1995, a ten-day summer institute, Boundaries and Borderlands: The Search for Recognition and Community in America, introduced several hundred faculty to the new scholarship on diversity and democracy. A series of national conferences sponsored by AAC&U were open to the entire academic community and thereby exposed many others to the project.

Much valuable information and many materials useful for curriculum transformation have been generated by this project and are available from AAC&U and the DiversityWeb at http://www.inform.umd.edu/diversityweb. Of particular interest for curriculum transformation are three AAC&U American Commitments publications: *Liberal Learning and the Arts of Connection for the New Academy* written by feminist scholar Elizabeth Minnich; *American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy;* and the Second Edition of the seminar bibliographies from *Boundaries and Borderlands.* The Diversity Connections database, accessed through the DiversityWeb, and the Leaders Guide at the same site contain valuable descriptions and syllabi of AAC&U's initiative as well as those of other institutions working on domestic and global diversity.

Because the results of this project have been so thoroughly documented through DiversityWeb, we did not attempt to record in this *Directory* the project descriptions from American Commitments that include or emphasize gender, but we highly recommend that the resources of this project be consulted for the many excellent models represented there. The initial 65 institutions included:

| Resource Institutions | Planning Institutions |
|---|---|
| Albion College | Wilkes University<br>Hartwick College |
| University of Arizona | Washington State University<br>Eastern New Mexico State University |
| Augsburg College | Rocky Mountain College<br>St. Lawrence College |
| Bloomfield College | Mount Union College<br>Keene State College |
| Brown University | Iowa State University<br>Valparaiso University |
| Denison University | Occidental College<br>Fort Hays State University |
| LeMoyne College | University of Detroit Mercy<br>Carlow College |

| | |
|---|---|
| Los Angeles Southwest | Brookdale Community College<br>California State University, Long Beach |
| University of Maryland | Bowie State University<br>Pace University |
| University of Massachusetts, Boston | Middlesex Community College<br>SUNY, Cortland |
| University of Memphis | Morehead State University<br>Marymount College |
| University of Michigan | North Dakota State University<br>Southwest Texas State University |
| Pitzer College | Blackfeet Community College<br>Carleton College |
| State University of New Jersey, Rutgers | Hobart and William Smith College<br>University of Houston |
| St. Edward's University | Baylor University<br>Bentley College |
| University at Albany, SUNY | University of Maine, Orono<br>Rowan College of New Jersey |
| SUNY, Buffalo | City College of New York<br>Community College of Philadelphia |
| Temple University | Georgetown University<br>Pasadena City College |
| Washington Consortium<br>North Seattle Community College<br>Seattle Central Community College<br>University of Washington | Minnesota Community College Consortium<br>Fergus Falls Community College<br>Minneapolis Community College<br>Vermilion Community College<br>Worthington Community College<br>Ferris State University |
| Wesleyan University | SUNY, Potsdam<br>Augustana College |

A second generation of the Network included the additional 27 planning institutions named below:

- Avila College
- Colby-Sawyer College
- College Misericordia
- Columbia College Chicago
- Community College of Denver
- County College of Morris
- Essex Community College
- Fairfield University
- Illinois Wesleyan University
- Indiana State University
- Lincoln University
- Luther College
- Michigan State University
- Millikin University
- Mississippi State University
- Montgomery Community College
- Nebraska Wesleyan University
- North Adams State College
- Olivet College
- Simmons College
- St. Francis College
- St. Louis Community College
- Stillman College
- SUNY, College at Buffalo
- University of Scranton
- University of Texas, Arlington
- Youngstown State University

### *Washington Center/University of Washington Cultural Pluralism Project, 1992-1995* WCP

Preceded by the 1989 Minority Student Success Initiative, which was conducted under a partnership between the Washington Center and the State Board for Community and Technical Colleges (supported by $1.5 million in State Board funds), and drawing on six years of consortial experience among universities in the state, the Washington Center for Undergraduate Education at The Evergreen State College and the Department of American Ethnic Studies at the University of Washington launched, in 1992, the statewide Cultural Pluralism Project. With grants of $793,000 from The Ford Foundation's Campus Diversity Initiative, additional funding from the Boeing Company and Security Pacific Bank, and matching and in-kind funds of $463,000 from the participating campuses, twenty-six colleges and universities over a four-year period articulated the role cultural pluralism should play in their student's education and initiated faculty development and curriculum change projects. The project brought together faculty from various disciplines teaching core curricula and student affairs and academic affairs officers, in teams of seven representatives from each campus. These teams participated in an intensive summer institute which, as the core activity of the project, introduced them to the classroom content and pedagogy and the institutional planning processes necessary to reflect the pluralistic nature of U.S. American life and culture in curricula. These teams then received seed money for on-campus follow-up activities at their institutions. Project directors were Johnnella E. Butler, Barbara Leigh Smith, and Jean MacGregor; Betty Schmitz was senior project associate. Participating institutions:

Four-year institutions

Antioch University
Central Washington University
* Evergreen State College
Heritage College
Seattle University
* University of Washington
U of Washington, Bothell
U of Washington, Tacoma
Washington State University
Western Washington University
Whitworth College

Two-year institutions

Bellevue Community College
Big Bend Community College
Centralia College
Edmonds Community College
Green River Community College
Lower Columbia College
North Seattle Community College
Olympic College
Seattle Central Community College
Shoreline Community College
Skagit Valley College
South Puget Sound Community College
Spokane Falls Community College
Tacoma Community College
Yakima Valley Community College

## *Curriculum Mainstreaming and Teaching Initiative, 1994* CMTI

In response to the recommendations in Beverly Guy-Sheftall's 1993 report, "The Status of Women's Studies," specifically the recommendation that "special efforts . . . be made to identify programs at historically Black colleges, community colleges, and tribal colleges," The Ford Foundation asked Montgomery College in Maryland to coordinate grants to community colleges and tribal colleges to mainstream the scholarship on women into the curriculum. Myrna Goldenberg of Montgomery College and Liza Fiol-Matta of La Guardia Community College (NY) were project directors. Proposals were solicited from 25 colleges; because of the short term—one year—of the initiative, preference was given to faculties with experience in curriculum transformation and to projects that were consortial, involved other colleges or high schools, had strong administrative support, and from which palpable impact on students could be anticipated. Twelve community colleges and two tribal colleges were selected for grants of up to $20,000. Projects included virtually all disciplines and emphasized the particular strengths of their faculty, needs and interests of their students, and the uniqueness of their communities. Colleges included:

* Camden County College
* Essex Community College
* Greenfield Community College
* Los Angeles Community College District
* Navajo Community College
* Peralta Community College District
* Shelby State Community College
* Community College of Denver
* Essex County College
* LaGuardia Community College
* Nassau Community College
* Parkland College
* San Mateo Community College District
* Turtle Mountain Community College

### *Women's Studies, Area & International Studies Curriculum Integration Project, 1996-1998*

This project, funded by The Ford Foundation, seeks to integrate area and international material into women's studies and material on women into international and area studies. It seeks to increase understanding of the uniquely local experiences of women around the world and explore the gender implications of recent global changes, such as the end of the Cold War, the emergence of newly democratized political systems, and the growing interdependence of national economies. Twelve institutions have developed individual projects to fulfill this goal:

- University at Albany, SUNY
- University of Arizona
- University of California at Berkeley
- Five Colleges Women's Studies Research Center
- University of Maryland at College Park
- University of Michigan
- University of Minnesota
- New York University
- Princeton University
- Rutgers University
- Spelman College
- Tulane University
- University of Wisconsin, Madison

A book providing information and materials from these projects will be available from The Feminist Press.

## Centers

Throughout the United States, there are many research centers, especially within colleges and universities, specializing in research on women and gender. A number of these have focused particularly on teaching, women's education, and curriculum transformation. Brief descriptions of centers that have done major work in curriculum transformation are provided below, beginning with the national organization to which many of these centers belong, the National Council for Research on Women.

*National Council for Research on Women*
*530 Broadway at Spring Street, 10th floor*
*New York, NY 10012*
*(212) 274-0730 / fax (212) 274-0821*

Organized in 1981, the National Council has grown from 28 founding members to 75 member centers that produce a wealth of research and resources aimed at understanding and improving the daily lives of women and girls around the globe. The National Council fosters collaborations among its members, produces a number of publications, including *IQ*, a substantial quarterly newsletter. The National Council has served as the organizing center for several major curriculum transformation initiatives, including the Mainstreaming Minority Women's Studies Project and the Women's Studies, Area and International Studies Curriculum Integration Project, described above. Brief summaries of the individual campus activities in these two consortial projects are available from the National Council.

*The Center for Research on Women*
*University of Memphis*
*339 Clement Hall*
*Memphis, TN 38152*
*(901) 678-2770 / fax (901) 678-3299*
*http://www.people.memphis.edu/~socinfo/crow/homepage.html*

The Center for Research on Women was founded in 1982. Its mission is to promote, conduct, and disseminate women's studies research focusing on Southern women and women of color in the United States; the mission includes an emphasis on curriculum transformation to incorporate race and gender. Projects have included work in social mobility, race, and women's health. The center is noteworthy for its research clearinghouse and computerized database of complete citations of social science and historical works on Southern women and women of color. It supports public lectures and publishes the *Center News*, three times a year; print bibliographies including *Women of Color* and *Southern Women: A Bibliography of Social Research 1975-1988*, with annual supplements; three working papers series on Southern women; and curriculum transformation materials.

As described on the Center's Web page, "The Research Clearinghouse is a computer based information retrieval system containing more than 7,300 bibliographic citations to social science, humanities, and historical works on Southern women and women of color in the United States (African American, Asian American, Latina, and Native American). The citations are drawn from the fields of sociology, history, criminal justice, psychology, health/mental health, social work, women's studies, and racial/ethnic studies. Although the focus of much of the research in the database is exclusively on women of color and Southern women, some of the material is comparative and includes information about other groups of women and men" (5/4/97). Searches are available through the Center and through the Web site of The American Library Corporation http://www.nlightn.com .

The Center offers summer workshops that are especially valuable for faculty involved in curriculum transformation on women (see the description in the *Directory*).

*The Center for the Study of Women*
*University of California, Los Angeles*
*276 Kinsey Hall*
*405 Hilgard Avenue*
*Los Angeles, CA 90024-1504*
*(213) 825-0590 / fax (310) 206-7700*
*http://www.humnet.ucla.edu/humnet/csw/home.html*

The UCLA Center for the Study of Women, established in 1984, is a research unit of the University of California State System. The Center encourages research on women and gender issues by faculty, graduate students, and other UCLA scholars. Among their many activities, the Center has conducted major work in curriculum transformation and has developed a large database of resources. For more detailed information, see the descriptions in this *Directory*.

*Institute for Teaching and Research on Women*
*National Center for Curriculum Transformation Resources on Women*
*Towson University*
*Baltimore, MD 21252*
*(410) 830-3944 / fax (410) 830-3469*
*e-mail: ncctrw@towson.edu*
*http://www.towson.edu/~vanfoss*
*http://www.towson.edu/ncctrw*

Established in 1990, the Institute for Teaching and Research on Women promotes research on women, curriculum transformation, and educational programs for women. The research of the Institute has several goals: to develop projects that explore women's experiences, constraints, and opportunities; to encourage collaborative and interdisciplinary approaches to research on women; and to examine the diversity of human lives, particularly as patterns of gender are intersected by race and social class. The Institute encourages research which has practical or policy implications. The Institute offers a number of publications, including especially useful materials on gender, race, and class; women and communication; and two books from Towson curriculum transformation projects on women.

The Institute's commitment to curriculum transformation is exemplified by the creation of The National Center for Curriculum Transformation Resources on Women founded in 1993 with funding from The Ford Foundation and U.S. Department of Education, Fund for the Improvement of Postsecondary Education. NCCTRW provides a centralized source of information for resources on curriculum transformation on women and publicizes much of this information through its World Wide Web page (http://www.towson.edu/ncctrw) and a series of publications of which this *Directory* is a part. Other NCCTRW publications are listed at the end of this *Directory*.

*Northwest Center for Research on Women (NWCROW)*
*University of Washington*
*Cunningham Hall, AJ-501*
*Seattle, WA 98195*
*(206) 543-9531 / fax (206)543-9285*
*http://weber.u.washington.edu/~nwcrow/*

The Northwest Center for Research on Women, founded at the University of Washington in 1980, supports, disseminates, and promotes feminist research by and about women. NWCROW has focused on bringing women into academic areas from which they traditionally have been excluded, especially women of color and women in science and technology. Their goal is to contribute to the effort to make academia more inclusive by "expanding knowledge about women in society, creating an environment that encourages and supports faculty and students' work on gender-related issues, and . . . sustaining a feminist community of scholars" (Web, 5/4/97). The Center sponsors original research, lecture series and panel discussions on feminist research and academic programs on women in science and technology and on incorporating women of color into the curriculum; publication of experiences of Latina psychologists; a feminist research forum, and dissemination of conference proceedings. It publishes the *Northwest Women's Report*.

*Southwest Institute for Research of Women (SIROW)*
*University of Arizona*
*Douglass Building, Room 102*
*Garden Level*
*Tucson, AZ 85721*
*(602) 621-7338 / fax (602) 621-9424*
*http://w3.arizona.edu/~sirow*

SIROW was established in 1979. It fosters research and activities focused on the Southwest and Northern Mexico or reflecting interests of southwestern scholars and of national significance. It develops collaborative projects (see Western States Project, above); conducts professional training and development programs; provides program development assistance to government and private agencies; works with community organizations; and serves as a center for information and referral within the region and as a source of information about the Southwest for the rest of the country. Recent projects have focused on training junior high math teachers; integrating international studies into women's studies; integrating minority women into liberal arts courses; integrating gender in teaching about the Middle East; developing comparative approaches in area studies and women's studies; developing new approaches for gender-sensitive graduate education in the sciences; and collaborating with Mexican institutions to introduce gender perspectives in women's health studies on the U.S.- Mexico border. The Institute publishes working papers, a newsletter, and occasional publications to support curriculum change.

"The Women in Science and Engineering (WISE) program was established in 1976 as part of SIROW to begin tapping the pool of historically under represented groups. It goals are: (1) to create a university environment which provides the educational, informational, and counseling support necessary to encourage young women in their preparation for and success in careers in science and engineering; and (2) to establish an outreach program which encourages middle and high school students (particularly girls and minorities) to pursue educational and career opportunities in the sciences and engineering" (5/4/97, http://w3.arizona.edu/~ws/wise.htm).

*Upper Midwest Women's History Center*
*Hamline University*
*1536 Hewitt Avenue*
*St. Paul, MN 55104-1284*
*(612) 644-1727 / fax (612) 926-2958*
*E-mail: umwhc@piper.hamline.edu*
*http://www.hamline.edu/depts/gradprog (select files with whc in them)*

The Upper Midwest Women's History Center is a nonprofit organization that provides educators with resources and training to incorporate women's history and culture into global and development education programs at the K-12, college, and community levels. These goals are met through curriculum development and dissemination projects, workshops training for educators, and presentations to community groups. The Center's collection serves as a source of information on the history and culture of women worldwide. Center staff members give workshops throughout the country and overseas, and act as consultants offering educators information, curriculum materials, and teaching methods helpful in integrating women's history into teaching.

The Center offers a large selection of curriculum materials including slides, videotapes, student manuals, and study guides focusing on world, third world, and U.S. women's history.

As expressed on their Web page, "The mission of the Upper Midwest Women's History Center is to encourage the study of all women's history in both formal and informal educational settings and in the community. In doing so, the

Upper Midwest Women's History Center raises the awareness of women's history as a pathway to equity for gender analysis as a method of evaluating projects that involve girls and women; and acts to bring together diverse networks to initiate programs relating to women's history" (5/15/97).

*Wellesley College Center for Research on Women*
*828 Washington Street*
*Wellesley, MA 02181*
*(617) 431-1453*
*http://www.wellesley.edu*

The Wellesley College Center for Research on Women, founded in 1974, houses an interdisciplinary community of scholars engaged in research, programs, and publications of interest to women and families across the lifespan. Center research in the areas of, for example, stress in the lives of men and women, adolescent girls' development, child care, and public policy issues affecting women of color generates the basic knowledge necessary to shape public policy and promote positive social and institutional change. The Center publishes a biannual *Research Report*, an extensive list of working papers, and the *Women's Review of Books*; it is also the leader of the National SEED Project (see above).

*University of Wisconsin System*
*Women's Studies Librarian's Office*
*430 Memorial Library*
*728 State Street*
*Madison, WI 53706*
*(606) 263-5754*
*wiswsl@doit.wisc.edu*
*http://www.library.wisc.edu/libraries/WomensStudies/*

The Office of the University of Wisconsin System Women's Librarian was created in 1977 to serve students, faculty, librarians, and administrators across the UW System. Since 1989 the office has been a constitutent program of the UW System Women's Studies Consortium. The office has become a national resource for information about materials on women. Its special publications include: *Feminist Collections: A Quarterly of Women's Studies Resources*, numerous bibliographies, core lists of women's studies books, and *Feminist Periodicals: A Current Listing of Contents.* Its World Wide Web page provides many bibliographies online, selected reviews from *Feminist Collections*, a list of feminist magazines and journals, and many links to other sites and resources on women.

# PROJECT DESCRIPTIONS

While the categories in the following descriptions are for the most part self-explanatory, a few additional notes may be helpful.

- The descriptions are arranged in alphabetical order by the name of the institution, excluding *University* and *College* as key words.

- The location, in most cases, is where the project occurred, but in some cases, it may be the location from which the project was organized or administered. The Index of Institutions facilitates locating specific institutional projects and includes institutions participating in consortial projects. Appendix B lists the projects by state to facilitate locating projects and resources in specific regions. Appendix C lists the projects by type of institution where they occurred to facilitate locating models and contacts for specific educational levels and kinds of institutions. Projects intended for, or significantly involving, graduate students are listed in Appendix F.

- Whenever possible, we have tried to update the information on the project directors and other contact persons to their current institution, address, phone and fax numbers, and e-mail addresses. The Index of Names allows you to locate the project descriptions of individuals listed as project directors, co-directors, or contact persons.

- Disciplines are listed as they were provided by the project directors, thus names may be somewhat inconsistent. The Index of Disciplines provides a way of identifying projects that included specific disciplines or areas of study. Since projects working with K-12 curricula often occurred at universities and colleges as well as at K-12 institutions, a separate list of these projects is provided in Appendix E.

- The descriptions are intended to provide enough information for readers to determine the method and sequence of a particular project. They provide a wide variety of models adaptable to many educational settings.

- The funding amounts are given in total amounts, even if there are several funding sources, and for the total time of the project. These amounts generally do not fully reflect institutional contributions of release time for faculty, staff time, facilities, equipment, and other kinds of institutional support. Appendix D arranges projects in order of amount of funding received, allowing readers to identify project models according to the amount of funding they required.

- The project publications include publications about the project or produced by the project that may be of use to others who want to understand the project in more depth. Many of these will also be listed in a forthcoming publication of the National Center for Curriculum Transformation Resources on Women, the *Catalog of Curriculum Transformation Resources.*

## The Gender/Ethnicity Requirement Committee

**Location:** Albion College, Albion, MI

**Dates:** September 1989 - April 1991

**Project director(s):** Judy Lockyer, English, 403 North Hall, Albion College, Albion, MI 49224; phone: (517) 629-0339.

**Number of participants:** 15, including students.

**Disciplines involved:** Anthropology, biology, economics, English, history, music, political science, psychology, sociology.

**Description:** The Women's Studies Committee, whose members were also members of the Educational Policy Committee, from which all curriculum proposals at Albion must originate, met weekly at lunch to discuss readings and to plan faculty development sessions. Two morning sessions with guest speakers were presented to the entire faculty to introduce the idea of developing a gender/ethnicity requirement. Following this, individual committee members made contact with faculty on a one-to-one basis. A program meeting was held in which a proposal to have the requirement was brought forward and discussed. The proposal was then presented at a faculty meeting in which it received approval. The Gender/Ethnicity Committee evolved from the Educational Policy Committee, and spent the next year on faculty development. Through dinner meetings and afternoon sessions the committee facilitated faculty in the development of courses which met gender/ethnicity requirement criteria. Guest speakers included bell hooks, Ronald Takaki, and Henry Louis Gates, who gave talks which were open to the whole college community and spent the day in meeting with faculty.

**Funding:** $5,000 over 1½ years. Source(s): Faculty Development Committee; additional funding from the Office of the Provost.

**Outcome:** An estimated 45 courses were affected.

SEED

# Albuquerque Academy SEED Institute

**Location:** Institute site: Albuquerque Academy, Albuquerque, NM. SEED Project is based at the Wellesley College Center for Research on Women, Wellesley, MA.

**Date:** June 1994

**Project director(s):** SEED directors:

Peggy McIntosh, Wellesley College, Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Emily Style, 286 Meeker Street, South Orange, NJ 07079-1541; phone: (201) 763-6378; fax: (201) 763-5670.

Local site coordinators: Vincent Cordova and Leslie Atler, Albuquerque Academy; phone: (505) 828-3200.

**Number of participants:** 50 teachers, board members, staff, administrators, parents; 11 consultants.

**Disciplines involved:** All school subjects and activities; institutional mission and structure.

**Description:** This was an interactive four-day seminar bringing together many constituencies of the Albuquerque Academy for an immersion in new multicultural scholarship, theory, and implications for K-12 teaching. Eleven experienced SEED seminar leaders and members of the Albuquerque-based consortium formed as the College of the Twenty-First Century who served as presenters and small group leaders. Videos, readings, outdoor activities, and paired one-on-one discussions formed core elements of the schedule.

**Funding:** $50,000. Source(s): Albuquerque Academy Foundation.

**Outcome:** Albuquerque Academy went on to host numerous staff development activities in diversity and two SEED seminars in the subsequent two years. Many teachers expanded their course descriptions and reading lists.

WSP

## Women in the Curriculum

**Location:** University of Albuquerque, Albuquerque, NM

**Dates:** September 1984 - June 1985

**Project director(s):** Glenda R. Gray, Speech Department, University of Albuquerque, St. Joseph Place, Albuquerque, NM 87140; phone: (505) 831-1111 x249.

**Number of participants:** 38 full- and part-time faculty (all core faculty); 2 librarians.

**Disciplines involved:** English composition, fine arts, foreign language, history, interpersonal communication, literature, literature/composition, mathematics, philosophy, physical education, science, social science, theology.

**Description:** When the University's core curriculum requirements were being revised, Dr. Glenda Gray, this project's director and chair of the core curriculum subcommittee, took the opportunity to plan to incorporate women into the core curriculum. At that time the University had no women's studies program or women's center. Dr. Gray focused on two aspects of redesigning the core curriculum: (1) challenging the paradigms and criteria which have traditionally been used by men to define excellence in literature and art, and (2) systematically including works by and about women in the curriculum. Karen Anderson from the University of Arizona conducted the "Women in Curriculum Workshop" in which she talked to faculty in small groups, gave presentations, and facilitated discussions. Two presentations on feminist scholarship were made by faculty, followed by discussions. Participants received a packet containing an article in their field, a bibliography, and a reading about feminist scholarship. Based on a follow-up survey which identified people's needs and interests, faculty received additional information, and a small group workshop series was set up centering around the article "The Classroom Climate: A Chilly One for Women?." Core faculty took information to their departments, sharing through departmental meetings or small group sessions. Materials were ordered for the library.

**Funding:** $8,341. Source(s): Southwest Institute for Research on Women; University of Albuquerque.

**Outcome:** New units were included in courses and materials by and about women were added to courses. A group of female faculty began meeting monthly to discuss problems, conduct programs, and continue publicity/interest generated by the project.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum.* 2 vols. Tucson, AZ: Southwest Institute for Research on Women (SIROW), 1986. Western States Project on Women in the Curriculum, SIROW, University of Arizona, Tucson, AZ 85721-0040.

## Course Development: "The Local Community and Its Politics"

**Location:** Alverno College, Milwaukee, WI

**Dates:** 1980 - 1982

**Project director(s):** Greta Salem, Social Science, Policy Studies, Alverno College, PO Box 343922, 3401 South 39th Street, Milwaukee, WI 53234-3922; phone: (414) 382-6245; fax: (414) 382-6354.

**Other contact person(s):** Stephen Sharkey, Social Science, Alverno College.

**Number of participants:** 200 in the conference; about 200 in the course.

**Disciplines involved:** Social science and a wide representation of other disciplines within the humanities and arts and business management.

**Description:** With grant support, the Social Science Department developed a course called "The Local Community and Its Politics." The purpose of the course is to look at urban problems and urban design, and to identify previously undefined gender issues and the way they impact on women in the urban setting. "Women in the City," a one-day seminar which included a panel discussion and about 20 different workshops, brought together women from the community with faculty and students at Alverno. Informal relationships continued through on-going brown-bag lunches.

**Funding:** $20,000 over 2 years. Source(s): Public Leadership Education Network.

**Outcome:** One new course was developed, "The Local Community and Its Politics," and new material was mainstreamed throughout the social science curriculum. The project also served as a stimulus to ongoing work in the integration of class, race, and gender issues.

**Project publications:**

Salem, Greta and Stephen Sharkey. "Transforming the Social Sciences," in M.R. Schuster and S.R. Van Dyne, eds. *Women's Place in the Academy*. Totowa, NJ: Rowman and Allanheld, 1985, pp. 232-248.

Salem, Greta. "Gender Equality and the Urban Environment," in Janet Boles, ed. *The Egalitarian City*. New York: Praeger, 1986.

## Citizenship and Change: Women and American Politics

**Location:** American Political Science Association, Washington, D.C.

**Dates:** 1981 - 1983 for the test editions; 1988 - revised editions

**Project director(s):** Sheilah Mann, Educational Affairs, American Political Science Association, 1527 New Hampshire Avenue, NW, Washington, DC 20036; phone: (202) 483-2512; fax: (202) 483-2657.

**Other contact person(s):** Task Force Chair: Diane L. Fowlkes, Women's Studies, Georgia State University, Atlanta, GA 30303; phone: (404) 651-4633.

**Number of participants:** 15 members on the task force; 4 additional authors.

**Disciplines involved:** Political science.

**Description:** The American Political Science Association, through its Director of Educational Affairs, its Committee on the Status of Women in the Profession and its Committee on Education, received a three-year grant from the U. S. Department of Education, Fund for the Improvement of Postsecondary Education, for a project to integrate materials on women into introductory courses in American Government and Politics. The project called for setting up a Task Force on Women and American Government to define the theoretical parameters of the undertaking, to write the texts that would serve as the vehicles for integrating feminist scholarship into courses, and to introduce the texts to political scientists in workshops at national and regional professional meetings. The texts were then field-tested by interested faculty and students across the country in a variety of settings. Texts were revised in response to field-test evaluations and peer reviews before final publication by the APSA.

The materials offer a choice of teaching techniques and reflect two approaches: gender-balancing of topics typically taught in these courses and presentation of topics specific to women. A collection of course syllabi on women and politics in all subfields of political science has been published as of spring 1996 and is available from the APSA.

**Funding:** $100,000 over 3 years. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE).

**Outcome:** American Government and Politics courses, including courses in political behavior, public law, political theory, and public administration, at the introductory and upper division level, were affected.

**Project publications:**

Fowlkes, Diane. "Feminist Theory—Reconstructing Research and Teaching about American Politics and Government." *News for Teachers of Political Science* 52 (Winter 1987): 6-9.

Monographs published in 1988 (available from APSA/Publications, 1527 New Hampshire Avenue, NW, Washington, DC 20036):

Cook, Beverly B., Leslie F. Goldstein, Karen O'Connor, and Susette M. Talarico. *Women in the Judicial Process.*

Gelb, Joyce, and Ethel Klein. *Women's Movements: Organizing for Change.*

Hedblom, Milda K. *Women and Power in American Politics.*

Sapiro, Virginia. *Women, Political Action, and Political Participation.* (Currently out of print but duplication masters are available.)

Shanley, Mary Lyndon. Introduction and Epilogue, Shelby Lewis. *Women's Rights, Feminism, and Politics in the United States.* (Currently out of print but duplication masters are available.)

# Summer Seminar on Gender and the Scholarship on Women

**Location:** Anne Arundel Community College, Arnold, MD

**Dates:** May 1995 - July 1996

**Project director(s):** Shirley Parry, English, Women's Studies, Anne Arundel Community College, Arnold, MD 21012; phone: (410) 541-2808; fax: (410) 541-2245; e-mail: zscp@aacci.aacc.cc.md.us.

**Number of participants:** Each seminar: 6 faculty members from AACC; 6 faculty from neighboring 4-year institutions; 1 coordinator.

**Disciplines involved:** American history, American literature, chemistry, composition, nursing, psychology, speech, sociology, women's studies.

**Description:** This six-week summer seminar, offered annually, pairs each of six AACC participants with a faculty member in the same discipline at a four-year institution. The "outside" person, who is knowledgeable in women's studies, mentors the AACC faculty member in the scholarship on gender and women in their field. Typically, pairs will meet in an independent study format once or twice a week for five weeks to discuss agreed-upon readings. At the same time, AACC participants attend weekly three-hour seminar meetings. Each meeting features a one-and-a-half-hour presentation by one of the mentors on feminist scholarship in her area and also, perhaps, on her own research, followed by discussion. The goal of the project is for each AACC faculty member to integrate her/his new knowledge on women and gender into a course she/he teaches or, alternatively, to develop a new women's studies course. The seminar's last week is devoted to presentations by the AACC participants on the changes they have made in their courses or on the new courses they have created.

**Funding:** Source(s): College funding.

**Outcome:** Nine courses were revised and three courses were created. Bibliographies in nine subjects were produced.

## Extended Teachers Institute in Literature

**Location:** University of Arizona, Tucson, AZ

**Dates:** 1981 - 1982

**Project director(s):** Susan Aiken, English, University of Arizona, Tucson, Arizona 85721; phone: (520) 621-1836; fax: (520) 621-7397.

**Other contact person(s):** Janice Monk, Women's Studies, SIROW, 102 Douglass, University of Arizona, Tucson, AZ 85721; phone: ( 520) 621-7338; fax: (520) 621-7338; e-mail: jmonk@ccit.arizona.edu.

**Number of participants:** 50 high school teachers from Arizona, Colorado, New Mexico, and Utah.

**Disciplines involved:** Literature.

**Description:** This was a year-long institute for high school literature teachers. A summer program introduced them to new research on women authors and images of women in literature, with special attention to multicultural material about women in the Southwest. During the year, the teachers introduced the new material in their classrooms and, via in-service training, to their colleagues. Project staff consulted with teachers by phone, mail, and school visits.

**Funding:** $72,574. Source(s): National Endowment for the Humanities (NEH).

**Outcome:** A minimum of 50 high school courses were revised.

## Women's Studies in the Humanities Curriculum

**Location:** University of Arizona, Tucson, AZ

**Dates:** 1981 - 1985

**Project director(s):** Myra Dinnerstein, Women's Studies, Douglass 102, University of Arizona, Tucson, AZ 85721; phone: (520) 621-7338.

**Other contact person(s):** Judy Nolte Temple, Project Assistant Director, Women's Studies, University of Arizona; (520) 621-7338.

**Number of participants:** 45

**Disciplines involved:** Cultural and physical anthropology, English, French, history, Italian, management policy, oriental studies, psychology.

**Description:** This project was one of the forerunners of feminist curriculum transformation. It ran for four years, was interdisciplinary in scope, and featured frequent and intensive participation between the target faculty group, comprised almost entirely of men, and the feminist scholars directing the project. Central to the project were weekly seminars in which participants met to discuss the major texts of feminist theory. During the first three years, the seminars were held in the summer for three hours each week for a total of eight weeks; in the last year, 1984-1985, the seminars were carried out during the regular academic year. Concurrently, participants engaged in guided reading and consulted with feminist specialists in their disciplines. The overall goal of the project was to present feminist paradigms which would enable the participating scholars to understand what had previously seemed like anomalous data, reinterpret traditional texts, and expand the canons in their fields to include materials the significance of which had earlier eluded them.

**Funding:** $275,000 over 4 years. Source(s): National Endowment for the Humanities (NEH).

**Outcome:** About 80 courses were affected.

**Project publications**:

Available from SIROW (102 Douglass, Tucson, AZ 85271):

Dinnerstein, Myra, Sheryl O'Donnell, and Patricia MacCorquodale. "How to Integrate Women's Studies into the Traditional Curriculum." SIROW Working Paper #9. Tucson, AZ: Southwest Institute for Research on Women, n.d.

Aiken, Susan Hardy, Karen Anderson, Myra Dinnerstein, Judy Nolte Lensink, and Patricia MacCorquodale, eds. *Changing Our Minds: Feminist Transformations of Knowledge*. Albany, NY: SUNY Press, 1988.

Aiken, Susan Hardy, Karen Anderson, Myra Dinnerstein, Judy Nolte Lensink, and Patricia MacCorquodale. "Trying Transformations: Curriculum Integration and the Problem of Resistance." *Signs: Journal of Women in Culture and Society* 12, 2 (Winter 1987): 255-75.

Dinnerstein, Myra, Patricia MacCorquodale, and Sheryl O'Donnell. "Integrating Women's Studies: A Report to Administrators." *Women's Studies Quarterly* 10 (Spring 1982): 20-23.

MacCorquodale, Patricia and Judy Lensink. "Integrating Women into the Curriculum: Multiple Motives and Mixed Emotions," in Gail P. Kelly and Sheila Slaughter, eds. *Women's Higher Education in Comparative Perspective*. Boston: Kluwer Academic Publishers, 1991, pp. 297-314.

"Women's Studies and the Humanities Curriculum: First Annual Report to National Endowment for the Humanities." ED 249148, 1991.

## Expanding Options in Rural Education

**Location:** University of Arizona, Tucson, AZ, under the auspices of SIROW.

**Dates:** 1982 - 1985

**Project director(s):** Mary Lynn Hamilton, (formerly of SIROW).

Luiza Amodeo (formerly New Mexico State University).

**Other contact person(s):** Janice Monk, Women's Studies, SIROW, 102 Douglass, University of Arizona, Tucson, AZ 85721; phone: ( 520) 621-7338; fax: (520) 621-7338; e-mail: jmonk@ccit.arizona.edu.

**Number of participants:** 14 elementary teacher-trainers; additional teachers reached by in-service programs.

**Disciplines involved:** Elementary schools.

**Description:** This was a three-year project for eight rural school districts in Arizona and New Mexico designed to introduce methods and materials that would encourage girls to widen their ideas about careers, and to develop non-sexist teaching in elementary schools. Fourteen teachers were recruited as leaders. The leaders participated in a summer training institute and over two years each conducted six in-service workshops per year in their local school districts. Schools selected for participation had high percentages of Mexican American and American Indian students.

**Funding:** $178,887 over 3 years. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE).

**Outcome:** Courses in fourteen elementary school districts were revised.

**Project publications:**

Wilde, Sandra. "Teachers Autonomy and Non-Sexist Curriculum: Case Studies from Two Rural Schools." *Curriculum Inquiry* 20, 1 (1990): 41-62.

## Extended Teacher Institute on Integrating Women's History in the Secondary School Curriculum

**Location:** University of Arizona, Tucson, AZ, under the auspices of SIROW.

**Dates:** 1983 - 1984

**Project director(s):** Karen Anderson, History, University of Arizona, Tucson, AZ 85721; phone: (520) 621-1586.

**Other contact person(s):** Janice Monk, Women's Studies, SIROW, 102 Douglass, University of Arizona, Tucson, AZ 85721; phone: (520) 621-7338; fax: (602) 621-1533; e-mail: jmonk@ccit.arizona.edu.

**Number of participants:** 44 secondary teachers.

**Disciplines involved:** History.

**Description:** This was a year-long program centered on a summer institute for secondary school history teachers from the SIROW region (Arizona, Colorado, New Mexico, and Utah) emphasizing women's history and Southwest multicultural history. Teachers took specially designed graduate courses in the History of Women, History of Ethnic Women in the Southwest, and Revising the Curriculum. Instructional materials were developed by teachers, who also did follow-up in-service programs in their home schools. They were visited by institute staff during the year and returned for a follow-up meeting at the end of the year.

**Funding:** $110,000. Source(s): National Endowment for the Humanities (NEH).

**Outcome:** Courses were revised in secondary schools and disseminated via teacher in-service programs.

**Project publications:** Project newsletters.

WSP

# Western States Project on Women in the Curriculum

**Location:** Consortial; project offices at Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ (southwest office), and at Montana State University, Bozeman, MT (northwest office).

**Dates:** 1983 - 1985

**Project director(s):** Betty Schmitz, Office of Undergraduate Education, Box 353050, University of Washington, Seattle, WA 98195; phone: (206) 685-8276; fax: (206) 685-4083; e-mail: schmitz@u.washington.edu.

Myra Dinnerstein, Women's Studies, University of Arizona, Tucson, AZ 85721; phone: (602) 621-7338.

**Number of participants:** 22 four-year institutions in western states: University of Albuquerque; Central Washington University; Colorado College; Colorado State University; Eastern New Mexico University; Eastern Washington University; Fairhaven College; Western Washington University; Gonzaga University; Heritage College; Kansas State University; Lewis and Clark College; University of Nebraska; University of New Mexico; University of North Dakota; Regis College; College of Saint Mary; Texas A & M University; University of Texas, Arlington; University of Texas, El Paso; University of Utah; University of Wyoming.

**Disciplines involved:** Varied from campus to campus; primarily humanities and social sciences.

**Description:** This two-year faculty development project promoted the incorporation of the new scholarship on women into the curriculum at institutions in 16 western states. The project was conceived to continue and expand regional efforts of the Southwest Institute for Research on Women and of the Northern Rockies Program on Women in the Curriculum. It awarded matching seed grants on a competitive basis of up to $3,000 for institutions to launch faculty development efforts, whether directed at the entire faculty or at selected departments or courses. The project sponsored three regional conferences to share resources and to build inter-institutional networks of support; it also compiled a *Directory of Consultants in the West* included in Part 2 of Vol. 2 of the SIROW publications. A final conference, held in conjunction with the National Women's Studies Association (NWSA) Annual Meeting in 1985, further disseminated the ideas generated through the project.

**Funding:** $201,305 over 2 years plus matching funds. Source(s): The Ford Foundation; individual institutions.

**Outcome:** Information was not compiled. Sample syllabi included in *Ideas and Resources*, Volume II.

**Project publications :**

Dinnerstein, Myra, and Betty Schmitz, eds. *Ideas and Resources for Integrating Women's Studies into the Curriculum.* 3 vols. Tucson: Southwest Institute for Research on Women, University of Arizona, 1986. (See especially the essay, "Making a Difference," by Betty Schmitz, and the project descriptions in Vol. I).

Schmitz, Betty, Myra Dinnerstein, and Nancy Mairs. "Initiating a Curriculum Integration Project: Lessons from the Campus and the Region," in Marilyn Schuster and Susan Van Dyne, eds. *Women's Place in the Academy: Transforming the Liberal Arts Curriculum.* Totowa, NJ: Rowman and Allanheld, 1985, pp. 116-129.

## Integrating Women Into International Studies

**Location:** Under the auspices of SIROW, 7 colleges and universities in Arizona and Colorado: University of Arizona, Arizona State University, Colorado State University, University of Colorado-Boulder, University of Colorado-Colorado Springs, University of Colorado-Denver, University of Northern Colorado. During year three, the project was extended to an additional 25 faculty from Colorado College, Metropolitan State University, University of Southern Colorado, and the University of Wyoming.

**Dates:** 1984 - 1987

**Project director(s):** Janice Monk, Women's Studies, University of Arizona, SIROW, 102 Douglass, Tucson, AZ 85721; phone: (520) 621-7338.

Joyce Nielson, Sociology, University of Colorado-Boulder, Boulder, CO 80309; phone: (303) 492-8923.

**Number of participants:** 104 faculty revised their courses; 40 additional people attended the National Dissemination Conference in Wisconsin.

**Disciplines involved:** French, geography, history, humanities, Russian, Spanish; some professional schools, including education and business/public administration.

**Description:** This was a comprehensive, three-year faculty development project to integrate the new scholarship on women into international studies and foreign language courses. It was a decentralized project for which the leadership was provided by the Southwest Institute for Research on Women (SIROW). Groups of 5-10 faculty per campus undertook the task of revising international studies courses in the humanities and social sciences, in foreign languages, and in selected professional programs (agriculture, home economics, education, business/public administration) by integrating material about women into the courses. The faculty participated in seminars on their own campuses. They also attended state-wide meetings in order to report on work they had done. The central office provided newsletters, bibliographies, and other consultation to local campus leaders and participants. Funding was provided for external consultants to speak at conferences and orientation programs on the local campuses. Participants received revised syllabi and newsletters and were given grants to help them collect resources. They were also involved in the National Dissemination Conference held at Wingspread, Wisconsin, funded by the project with additional support from the Johnson Foundation, which brought together women's studies and international studies leadership teams from 16 campuses nationwide. The project also developed a regional network of faculty and a pool of consultants with expertise in curriculum integration.

**Funding:** $160,000 over 3 years. Source(s): U.S. Department of Education, Undergraduate International Studies and Foreign Language Program; additional support from Johnson Foundation.

**Outcome:** At least 150 courses were affected, reaching a student population of approximately 2,500.

**Project publications:**

Available from SIROW (102 Douglass, Tucson, AZ 85271):

Monk, Janice, and Helen Henderson. "Integrating Women into International Studies: Selected Syllabi." Occasional Paper #4. Tucson, AZ: Southwest Institute for Research on Women, 1986.

Sacks, Karen, Kathleen Staudt, and James Marshall. "Women, Development, and Population: Revising Theories and Approaches." SIROW Working Paper #24. Tucson, AZ: Southwest Institute for Research on Women, 1987.

WSP

# Mainstreaming New Research on Women into the Core Undergraduate Curriculum at Selected Institutions, Including Community Colleges

**Location:** Consortial; project offices at the Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ (southwest office), and at Lewis and Clark College, Portland, OR (northwest office).

**Dates:** 1986 - 1988

**Project director(s):** Betty Schmitz, Director, Curriculum Transformation Project, Office of Undergraduate Education, Box 353050, University of Washington, Seattle, WA 98195; phone: (206) 685-8276; fax: (206) 685-4083; e-mail: schmitz@u.washington.edu.

Myra Dinnerstein, Women's Studies, University of Arizona, Tucson, AZ 85721; phone: (602) 621-7338.

**Number of participants:** 18 community colleges in the West: Anchorage Community College (AS); Cabrillo College (CA); Clark College (WA); DeAnza College (CA); Donnelly College (KS); El Paso Community College (TX); Glendale Community College (AZ); Lane Community College (OR); Merritt College (CA); Mt. San Antonio College (CA); Pasadena City College (CA); Pima Community College (AZ); Portland Community College (OR); Salish Kootenai College (MT); Sinte Gleska College (SD); Temple Junior College (TX); Truckee Meadows Community College (NV); Western Wyoming College (WY).

**Disciplines:** Varied from campus to campus; liberal arts.

**Description:** This was a two-year project for community colleges in the West to incorporate feminist scholarship throughout the curriculum. In the first year of the project, matching seed grants of $1,500 were awarded on a competitive basis for institutions to bring speakers to campus to launch faculty development efforts. In the second year of the project, the 18 campuses were invited to submit proposals for a $5,000 grant for curriculum change projects, including proposals from individual faculty members for course revision. Fourteen institutions applied; nine were funded. A final project conference was held for all institutions at Pasadena City College in May of 1988.

**Funding:** $210,000. Source(s): The Ford Foundation.

**Outcome:** See articles below.

**Project publications:**

Dinnerstein, Myra, and Betty Schmitz, eds. *Ideas and Resources for Integrating Women's Studies into the Curriculum. Vol. III: Community College Resources.* Tucson: Southwest Institute for Research on Women, University of Arizona, 1986.

Schmitz, Betty, and Myra Dinnerstein. "Incorporating Scholarship on Women into the Community College Curriculum." *AAWCJC* (*American Association of Women in Community and Junior Colleges*) (1990): 5-11.

## Teaching Women's Studies from an International Perspective

**Location:** Under the auspices of SIROW, 14 institutions in Arizona, Colorado, New Mexico, Utah, and West Texas: Arizona State University, Colorado College, Colorado School of Mines, Eastern New Mexico University, El Paso Community College, Metropolitan State College, New Mexico State University, Northern Arizona University, University of Arizona, University of Colorado-Boulder, University of New Mexico, University of Southern Colorado, University of Utah, Utah State University.

**Dates:** 1987 - 1990

**Project director(s):** Janice Monk, Women's Studies, SIROW, 102 Douglass, University of Arizona, Tucson, AZ 85721; phone: (520) 621-7338; fax: (602) 621-1533; e-mail: jmonk@ccit.arizona.edu.

**Other contact person(s):** Anne Betteridge, Assistant Project Director (1987 - 1989), Middle Eastern Studies, Franklin 204, University of Arizona, Tucson, AZ 8572; phone: (520) 621-5850.

Amy Newhall, Assistant Project Director (1989 - 1990), Middle Eastern Studies, Franklin 204, University of Arizona, Tucson, AZ 8572; phone: (520) 621-5850.

**Number of participants:** 8 consultants and directors; 50 faculty participants from the consortium over the three-year period.

**Disciplines involved:** Women's studies oriented courses across disciplines, primarily social sciences and humanities, including anthropology, development, education, history, humanities, literature.

**Description:** This project was a comprehensive, three-year faculty development project to revise and create new courses in women's studies that would reflect the new scholarship being done internationally by women. Interdisciplinary in nature, it served both to revise upper and lower division women's studies courses which had previously confined their treatment largely to American women, and to create new thematic and regional courses focusing on women and international issues. The aim of the project was to strengthen undergraduate international studies by illuminating existing questions about human diversity and international relations from the perspectives of women.

During the first two years, faculty participated in intensive summer institutes. There was follow-up work on campuses during each year, and mid-year meetings of the participants (one meeting in New Mexico and one meeting in Colorado) were held. Support for the project was provided by newsletters and consultation.

The third year of the project was used for publication and for dissemination of materials at a conference concurrent with the National Women's Studies Association (NWSA) meeting.

**Funding:** $125,726 over three years. Source(s): U.S. Department of Education, Undergraduate International Studies and Foreign Language Program.

**Outcome:** 50 courses were affected.

**Project publications:**

Available from SIROW (102 Douglass, Tucson, AZ 85271):

Dickstein, Ruth. "Women in International Studies: a Bibliographic Guide." SIROW Occasional Paper #3. Tucson, AZ: Southwest Institute for Research on Women, 1987.

Newhall, Amy W., compiler. "Ideas and Resources: A Collection of Syllabi from the Project 'Teaching Women's Studies from an International Perspective.'" Tucson, AZ: Southwest Institute for Research on Women, 1991.

Other publications:

Betteridge, Anne, and Janice Monk. "Teaching Women's Studies from an International Perspective." *Women's Studies International Forum* 18.1 and 18.2 (1990): 78-85.

Monk, Janice, Anne Betteridge, and Amy Newhall, guest eds. *Reaching for Global Feminism: Approaches to Curriculum Change in the Southwestern United States.* Special issue of *Women's Studies International Forum* 14.4 (1991).

MMWS

# Integrating Minority Women Into the Liberal Arts Curriculum

**Location:** Under the auspices of SIROW, University of Arizona, three institutions in Arizona: University of Arizona, Arizona State University, Northern Arizona University; and four in Colorado: University of Northern Colorado, University of Colorado, Boulder, University of Colorado, Colorado Springs, Metropolitan State University.

**Dates:** 1989 - 1991 for workshops

**Project director(s):** Karen Anderson, History, University of Arizona, Tucson, AZ 85721; phone: (520) 621-1586.

John Garcia, Political Science, Mexican-American Studies and Research Center, 315 Social Sciences Building, University of Arizona, Tucson, AZ 85721; phone: (520) 621-5051.

**Other contact person(s):** Janice Monk, Women's Studies, SIROW, 102 Douglass, University of Arizona, Tucson, AZ 85721; phone: (520) 621-7338; fax: (602) 621-1533; e-mail: jmonk@ccit.arizona.edu.

**Number of participants:** 84 plus outside consultants and librarians.

**Disciplines involved:** Anthropology, art history, biology, economics, English, family studies, geography, history, humanities, justice studies, math, sociology, philosophy, political science, psychology, visual arts.

**Description:** This was a decentralized project in which different campuses used the program to best suit their needs. It was designed both as a faculty development project to produce revisions of at least 70 high-enrollment liberal arts courses, and as an effort to strengthen ties between women's studies and minority studies programs and scholars at participating institutions. SIROW provided administrative oversight and bibliographic materials and helped faculty with conceptualizing race and gender and with pedagogy. Each campus, however, had its own co-coordinator and ran its own on-going workshops. Outside speakers were used as resources; one Colorado group, for example, brought in bell hooks.

A unique element of this project was the degree to which University of Arizona's librarians were involved. They worked with the faculty not only to develop bibliographies but also to assist them in revising courses. This also served to increase awareness of the adequacy of available resources on the various campuses. At Arizona itself, involvement extended beyond the faculty who formally participated. Special considerations were made in the planning process to increase the level of faculty participation; for instance, by including topics related to faculty research.

**Funding:** $100,000 over 2 years; additional money from individual campuses.
Source(s): The Ford Foundation.

**Outcome:** A minimum of 1 course per participant was revised, for a total of at least 70 courses on the 7 campuses.

**Project publications:**

Available from SIROW (102 Douglass, Tucson, AZ 85271):

Dickstein, Ruth, and Maria Segura Hoopes. "Minority American Women: A Research Guide." SIROW Occasional Paper #10. Tucson, AZ: Southwest Institute for Research on Women, 1991.

# Strengthening the Teaching of Middle Eastern Studies and Arabic

**Location:** University of Arizona, Tucson, AZ

**Dates:** 1991 - 1994

**Project director(s):** Janice Monk, Women's Studies, SIROW, Douglass 102, University of Arizona, Tucson, AZ 85721; phone: (520) 621-7338; fax: (602) 621-1533; e-mail: jmonk@ccit.arizona.edu.

Amy Newhall, Middle Eastern Studies, Franklin 204, University of Arizona; phone: (520) 621-5850.

Adel Gamal, Near Eastern Studies, Franklin 403, University of Arizona; phone: (520) 621-8013.

**Number of participants:** Over the 3 year period, more than 50.

**Disciplines involved:** Presenters: anthropology, Arabic languages, Arabic literature, history, Middle Eastern Studies, political science, religion; faculty from many areas in social sciences and humanities were participants.

**Description:** A series of summer institutes with workshops and lectures were held resulting in revision of courses by the participants. Revisions were directed towards integrating gender-sensitive material into courses on the Middle East, integrating Middle Eastern material into Women's Studies courses, or including gender-sensitive material on the Middle East into courses such as world geography or postcolonial literature. The culmination was a March, 1994 national conference entitled, "Enlarging Our World View: Undergraduate Education and the Middle East." The conference brought teams of women's studies and Middle Eastern Studies faculty from diverse institutions to disseminate project approaches and encourage course development and revision in other colleges and universities.

**Funding:** $182,784 over 3 years. Source(s): U.S. Department of Education, Undergraduate International Studies and Foreign Language Program.

**Outcome:** Approximately 35 courses were revised.

**Project publications:**

Newhall, Amy W. ed. *Ideas and Resources for Integrating Middle Eastern Studies into Undergraduate Courses: Syllabi, Bibliography, Resources on Line.* SIROW Occasional Publication # 14. Tucson, AZ: Southwest Institute for Research on Women, 1995.

WSAIS

# Global Processes and Local Lives: Comparative Approaches in Women's and Area Studies

**Location:** University of Arizona, Tucson, AZ

**Dates:** 1995-1998

**Project director(s):** Janice Monk, Executive Director, SIROW, Women's Studies, SIROW/Women's Studies Communications, PO Box 210025, University of Arizona, Tucson, AZ 85721-0025; phone: (520) 621-7338; fax: (520) 621-1533; e-mail: jmonk@ccit.arizona.edu.

**Other contact person(s):** Sandra Shattuck, Associate Project Director, SIROW, Women's Studies, Douglass 102, University of Arizona, Tucson, AZ 85721; phone: (520) 626-9152; fax: (520) 621-1533; e-mail: shattuck@u.arizona.edu.

**Number of participants:** Participants will be drawn from more than 30 affiliated colleges and universities in the SIROW region; 50 over 3 years are projected.

**Disciplines involved:** Women's studies and area studies (Middle East, East Asia, Latin America, and Africa).

**Description:** The project will: (1) train a leadership group who will assist scholars/teachers in the SIROW region to develop comparative, thematically organized courses; (2) link research and teaching in international and multicultural U.S. studies; (3) assist graduate students in incorporating international perspectives into their research and teaching; (4) establish an electronic network to facilitate and disseminate project activities; and (5) produce a publication focused on comparative, crosscultural teaching and research. The 1996 summer institute will involve 15 experienced scholars from the SIROW region working with other nationally and internationally recognized scholars. The 1997 summer institute will consist of thirty faculty and graduate students from the SIROW region working in groups focusing on themes such as development, including political, economic and environmental change; post-colonial processes and national and ethnic identity formation; and migration, mobility, and human rights. Year three will focus on publishing revised syllabi, resources, and other ideas derived from the two previous years.

**Funding:** $199,771. Source(s): The Ford Foundation.

**Outcome:** Yet to be determined.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, and Melanie Velez. *Women's Studies, Area & International Studies Curriculum Integration Project.* New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, New York 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

# Interpreting Gender, Technology, and Rapid Growth: Programs for Arizona Museums

**Location:** Arizona Historical Society, Southern Arizona Division

**Dates:** 1987 - 1988

**Project director(s):** Janice Monk, Women's Studies, University of Arizona, SIROW, 102 Douglass, Tucson, AZ 85721; phone: (520) 621-7338.

**Number of participants:** Approximately 20.

**Disciplines involved:** History faculty and graduate students met with museum curators and directors of museum educational programs.

**Description:** This project began with "Interpreting Gender in Arizona Museums," a one-day conference bringing together curators and educational program directors from nine Arizona museums and humanists specializing in recent scholarship on gender and the history of technology. The keynote speaker (Joan Jensen, History, New Mexico State University) discussed how women's changing relationships to technology have been omitted from museum interpretations. A gendered exhibit on technology, "The Lady Takes the Wheel," was created by Virginia Scharff (Metropolitan State, Denver) as a supplement to the permanent exhibit on automotive technology at the Arizona Historical Society, Southern Division. This exhibit was comprised of photographs, text, and a model of an early twentieth century woman in a driving costume. It was designed to challenge viewers to assess the relationship between the changing conceptions of women's roles and the ways the automobile has been presented and used in Arizona, from early advertisement designed to attract genteel, "frail" women, through items from the 1920s presenting the car as a means to women's freedom, to later pieces associating women and cars as sex symbols or homemakers. The exhibit served as an example and also as a source for project dissemination activities. The project concluded with presentations by conference participants at the annual meeting of the Museum Association of Arizona.

**Funding:** $6,188. Source(s): Arizona Humanities Council.

**Outcome:** Approximately 70,000 people viewed the exhibit, and 5,000 guides produced as interpretive materials were distributed.

**Project publications:** None.

# American Commitments: Diversity, Democracy, and Liberal Learning

**Location:** The Association of American Colleges and Universities, Washington, DC

**Dates:** December 1992 - present

**Project director(s):** The Association of American Colleges and Universities, 1818 R Street, NW, Washington, DC 20009; phone (202) 387-3760:

Carol Geary Schneider, Director of American Commitments Initiative

Caryn McTighe Musil, Director, Curriculum and Faculty Development Network

Debra Humphreys, Assistant Director, American Commitments Initiative

Gwendolyn Dungy, Associate Director of Curriculum and Faculty Development Network, 1994 - 1995

Parker C. Johnson, Associate Director of Curriculum and Faculty Development Network, 1996 - 1997

Kevin Hovland, Program Associate, 1993-1995

Lee Harper, Program Associate, 1996-present

Laura Blasi, Program Associate, 1996-present

Suzanne Hyers, Meetings Coordinator

**Number of participants:** Estimated 1,500 faculty and administrators.

**Disciplines involved:** Almost all of the humanities and social science disciplines, some pre-professional majors, and a few science disciplines.

**Description:** The Association of American Colleges and Universities has created its ambitious, multi-project initiative, American Commitments: Diversity, Democracy, and Liberal Learning, to address fundamental questions about the role of higher education in a diverse democracy and to provide resources for colleges and universities willing to engage those questions as dimensions of institutional mission, campus climate, and curricular focus. American Commitments publishes policy papers and resources, supports faculty study and institutional planning, and provides materials for curriculum development and classroom teaching. With 127 institutions directly involved in one or more of four separate American Commitments projects named below, AAC&U has created a national community of institutions and educators who are making diversity an integral part of educational excellence and public service.

What distinguishes AAC&U's leadership on diversity is the conviction that democracy cannot fulfill its aspirations without acknowledging diversity and that diversity finds a moral compass in democratic values and principles. Higher education, AAC&U believes, can nurture Americans' commitment and capacity to create a society in which democratic aspirations become democratic justice and diversity proves a means of forging a deeper unity. By linking diversity and democracy, AAC&U defines diversity as a civic issue. As such, it juxtaposes the egalitarian creeds and aspirations of democracy with many persistent and structural inequalities experienced by people of color, white women, the poor, and other marginalized groups in the United States.

The Family of Projects in American Commitments

1. The National Panel: The National Panel is a group of scholars and campus leaders who have made significant contributions to our current understandings of cultural and democratic pluralism in American society. Following two years of dialogue with all parts of higher education, the Panel has published a series of reports and policy recommendations on higher education's role in a diverse democracy and on pedagogical, curricular, and institutional practices. These publications are available through AAC&U's Publications Office.

2. Diversity Leadership Institutes: Working within a framework established by the National Panel, these leadership institutes on United States pluralism and campus planning are designed for teams of institutional leaders from both the faculty and the administration. They address diversity as a fundamental dimension of effective education and foster institution-specific campus planning and problem-solving. This project is also supporting a series of Community Seminars in which an institution partners with organizations and people in the community to deepen understandings across difference and embody the practice of building new multicultural democratic communities.

3. Curriculum and Faculty Development Network: Launched in 1993, the Curriculum and Faculty Development Network eventually came to encompass two generations of institutions that worked to rethink the curriculum so students had ample opportunities to engage with complex, critical questions about American pluralism. The first generation paired 23 Resource Institutions that had innovative curricular models in place with 42 Planning Institutions that were exploring how to design and implement new space in the curriculum for courses on diversity in America. The second generation added an additional 27 Planning Institutions, thus creating a national network of 92 colleges and universities. In 1994 and 1995, the Network held a ten-day summer institute that introduced several hundred network faculty to new scholarship on democracy and diversity. The network also supports faculty development through national workshops, campus-based initiatives, and electronic networks. Two monographs capturing the emerging curricular models from the project and the politics of curricular change will be available in the late fall of 1997.

4. Diversity Works: In cooperation with the University of Maryland, AAC&U has launched Diversity Web, an electronic hub linking hundreds of institutions' work on diversity via the World Wide Web, and *Diversity Digest*, a free quarterly newsletter, each of which is intended to connect, amplify, and multiply campus diversity efforts through postsecondary education. Diversity Web also includes Diversity Connections, an electronic directory and relational database that presently provides the most comprehensive mapping of U.S. campus diversity efforts available and a *Diversity Leaders Guide* that highlights recommended models, resources, and good practices for campus diversity work. (Available at http://www.inform.umd.edu/diversityweb)

**Funding:** $3.2 million. Sources: The Ford Foundation; The National Endowment for the Humanities; The Lilly Endowment; The Philip Morris Corporation; The MacArthur Foundation.

**Outcome:** National reports, monographs and newsletters; new general education requirements on U.S. diversity; new courses on American pluralism; national conferences and summer institutes for faculty development and institutional planning; campus-based faculty development initiatives; new institutional diversity plans and practices; increased connections between the communities and the academic institutions residing there; and new electronic forms of communication.

**Project publications:** Available from AAC&U:

*The Drama of Diversity and Democracy: Higher Education and American Commitments*

*Liberal Learning and the Arts of Connection for the New Academy*

*American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy*

*Boundaries and Borderlands: The Search for Recognition and Community in America* (Seminar Descriptions and Topical Bibliographies, Second Edition)

*Diversity in Higher Education: A Work in Progress*

*Achieving Faculty Diversity: Debunking the Myths*

*General Education and American Pluralism: New Curricular Models* (forthcoming, fall 1997)

*Relational Pluralism: Curriculum Transformation and Institutional Change* (forthcoming, fall 1997)

MMWS

## Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity Into the Curriculum

**Location**: Augsburg College, Minneapolis, MN

**Dates:** 1988 - 1990

**Project director(s)**: Beverly J. Stratton, Assistant Professor of Mathematics, 731 21st Avenue South, Minneapolis, MN 55454.

**Number of participants**: 10 - 12 faculty members.

**Disciplines involved:** English, foreign languages, sociology, social work, education, political science, religion, art, music, psychology.

**Description:** Two major projects were instituted. The first was a year long study group emphasizing curriculum transformation through informative literature and group discussions, hence, participants implemented weekly presentations discussing the effects of feminist scholarship on their curricula. The second venture focused on infusing derived experiences and proficiency, towards effective curriculum transformation, through a summer faculty workshop.

**Funding:** $24,910. Source(s): The Ford Foundation; Augsburg College.

**Outcome:** 35 course syllabi were updated to include a feminist perspective.

**Project publications:**

*"Readings and Resources on American Women,"* and *"Readings and Resources on African-American Women."* These are in-house publications consisting of readings and collections of articles and a collection of work plans and book reviews. For more information call the Center for Faculty Development at Augsburg College, (612) 330-1229.

MMWS

# Mainstreaming Minority Women's Studies Project

**Location:** Barnard College, New York, NY

**Dates:** September 1989 - December 1991

**Project director(s):** Temma Kaplan, History, Women's Studies, State University of New York at Stony Brook, 105 Old Chemistry, Stony Brook, NY 11794-3456; phone: (516) 632-9176; e-mail: tkaplan@ccmail.sunysb.edu.

**Number of participants:** 45

**Disciplines involved:** African-American studies, American studies, anthropology, economics, education, English composition, English literature, ethnic studies, foreign languages, health sciences, history, philosophy, political science, psychology, religion, social work, sociology, theater, women's studies.

**Description:** The project consisted of: (1) workshops every 4-6 weeks; (2) individual work with faculty; (3) creation of a bibliographical resource collection; and (4) visits from people versed in curriculum transformation techniques and special skills in which our faculty was weak. The introductory program at Barnard College consists of first year seminars that focus on specific topics and encourage students to write and rewrite a short essay per week; enrollment is limited to fifteen students per semester. The project encouraged faculty to reconceptualize first year seminar topics such as, for example, "Illness and Society," reconsidering how health issues are gendered and marked by race.

**Funding:** $50,000 over 2¼ years. Source(s): The Ford Foundation; Barnard College.

**Outcome:** 30 courses were revised; 15 courses were created.

**Project publications:**

Fiol-Matta, Liza and Mariam Chamberlain, eds. *Women of Color and the Multicultural Curriculum: Transforming the College Classroom.* New York: Feminist Press, 1994, pp. 164-187.

Model curricula for "Women in Literature and Culture," "History, Truth, and Fiction," "Women and the Fantastic in Literature," "Illness and Society," and "Elites in Society."

# Faculty Development Seminars

**Location:** Bates College, Lewiston, ME

**Dates:** 1990 - present

**Project director(s):** Elizabeth Tobin, History, and Chair, Women's Studies, Bates College, Lewiston, ME 04240; phone: History (207) 786-6071; Women's Studies (207) 786-6335; fax: (607) 786-6123; e-mail: etobin@abacus.bates.edu.

**Other contact person(s):** Leslie Hill, Political Science, Bates College.

**Number of participants:** 15 - 20 each year.

**Disciplines involved:** Anthropology, biology, chemistry, economics, English, foreign languages, history, literature, mathematics, physics, political science, sociology.

**Description:** For the first 4 years, this project consisted mainly of annual faculty development seminars; after that, seminars have been held every other year. Two seminars, 1 for faculty who had already done intensive work, and 1 for faculty with no significant experience, were run in 1991-92 under the title "Faculty Development Seminar in Women's Studies." In 1992-93, Bonnie Shulman ran a seminar on "Gender and Science." In 1993-94, Mary Hunter ran a seminar called "Feminist Theory Across the Arts." Faculty participation was voluntary. Seminars met once a month for 9 months. There were 2 workshops during the second year; 2 of the seminars sponsored Elizabeth Higginbotham from the University of Memphis as a consultant. Faculty receive no monetary compensation, but receive books and articles for free. Two seminar formats were used. The first was an introductory seminar for faculty unfamiliar with literature in women's studies. The primary goal of the introductory seminar was to achieve a balance between classic readings and state of the art readings that would provide coverage sufficient for an introduction. It was also important to include readings on some of the theoretical issues in addition to materials that faculty would find immediately useful both in the classroom and in research. The second seminar had a thematic design and focused on women in development, women and political economy, and women cross-culturally. Both seminars included readings about women that highlighted their diversity in order to facilitate discussion of women's differences. There was an effort to address specific strategies for course revision and classroom pedagogy. Each seminar was interdisciplinary. Participants worked in teams once a month throughout the academic year to prepare key questions for focus during discussion. Outside consultants conducted workshops at the conclusion of the seminars. Through lecture and discussion, they addressed the integration of scholarship on women into the curriculum, strategies for course revision, and pedagogical strategies in the classroom.

**Funding:** $30,000 over 6 years. Source(s): Office of the President.

**Outcome:** At least 5 courses are affected each year.

NJP

# The Integration Project: Integrating the New Scholarship on Gender, Race, and Class

**Location:** Bergen Community College, Paramus, NJ

**Dates:** 1988 - 1991

**Project co-director(s):** at Bergen Community College, 400 Paramus Road, Paramus, NJ 07652:

Joanne Glasgow, English, phone: (201) 447-9276
David Kievitt, English, phone: (201) 447-7133
Sandra Silverberg, Mathematics and French, phone: (201) 447-7839
Mia Anderson, English, phone: (201) 447-9276
Judith Rae Davis, English, phone: (201) 447-7133

**Number of participants:** Besides the 5 co-directors, 2 other faculty assisted the project. Several hundred people on campus (and a dozen or so from the community who came to the campus) participated in the various activities.

**Disciplines involved:** Business, English, foreign languages, health and physical education, history, math, philosophy, psychology, science, sociology, speech communication.

**Description:** Faculty seminars were held once a month; lecture series once monthly; there was a series of workshops; a community outreach component; and workshops were given at secondary schools.

**Funding:** $140,000. Source(s): The New Jersey Department of Higher Education; Bergen Community College.

**Outcome:** At least twelve courses were significantly transformed. Many faculty reported that their vision had been transformed and that this would influence their work from then on.

**Project publications:**

Kievitt, F. David, and Sandra S. Silverberg, "Strategy for a Successful Faculty Development Project at the Two-Year College," *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1989*, Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

Kievitt, F. David, and Joanne Glasgow, "Questioning the Curriculum," *NJEA Review*, December 1989.

Kievitt, F. David, and Joanne Glasgow, "The Integration Project," *Lesbian and Gay Studies Newsletter*.

Kievitt, F. David, and Joanne Glasgow, "Outing the Classroom," *Transformations*, Fall, 1(2) 1991.

Kievitt, F. David, and Joanne Glasgow, "Teaching Queer: Bringing Lesbian and Gay Studies into the Community College Classroom," *Creating an Inclusive College Curriculum: A Teaching Sourcebook from the New Jersey Project*, New York: Teachers College Press, 1996.

NJP

# Commit: The COMMittee on Inclusive Teaching

**Location:** Bergen Community College, Paramus, NJ

**Dates:** September 1995 - present

**Project co-director(s):** at Bergen Community College, 400 Paramus Road, Paramus, NJ 07652:

Mia Anderson, English, (201) 447-9276, e-mail: anderdattr@aol.com

Gayne Bablanian, Biology, (201) 447-9276, e-mail: anderdattr@aol.com

Jacqueline Behn, Sociology, (201) 447-9272

Lynda Box, Chemistry, (201) 612-7902

Karen Del College, English/ESL, (201) 612-5246

Isabel Kimmel, English, (201) 612-5246

**Number of participants:** 20 faculty during 1995-96.

**Disciplines involved**: Biology, chemistry, English, ESL, sociology, nursing, history, and Spanish, so far.

**Description:** The project has provided a year-long, six-session faculty development seminar on inclusive teaching supplemented by a newsletter that is distributed to the campus. The seminar sessions have focused on the need for transformation of the curriculum and pedagogy, the nature of *difference*, the nature of racism/ethnocentrism, sexism, classism, and heterosexism, and the implications of all of this for teaching. The newsletter contains synopses of journal and other articles relevant to curriculum transformation along with suggestions on how to use them in the classroom to make the curriculum more inclusive of multiple perspectives. The seminars and the newsletter are planned in meetings that take place once or twice a semester.

**Funding:** $420 for each of 2 years. Source(s): Bergen Community College Faculty Development Program.

**Outcome:** Co-directors participated in a summer residential institute of the New Jersey Project. Each member of the COMMIT group and all participants in the year-long seminar carry back to their curricular and pedagogical work the transformation ideas gained. Reportedly, a dozen or more readers of the newsletter have begun to rethink their curricular and pedagogical choices.

**Project publications**:

Newsletter.

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

# Exploring America's Communities: Pluralism and Identity in American History and Literature

**Location:** Bergen Community College, Paramus, NJ

**Dates:** January 1996 - January 1997

**Project co-director(s):** at Bergen Community College, 400 Paramus Road, Paramus, NJ 07652:

Amparo Codding, Foreign Languages; phone: (201) 447-7167; fax: (201) 612-8225; e-mail: acodding.@juno.com.

Alan Kaufman, English; phone: (201) 447-9284.

Matthew Panczyk, History; phone: (201) 447-7920.

**Number of participants:** We have formed a committee of approximately twelve English and social sciences faculty and have run a lecture series open to the entire college community.

**Disciplines involved:** Literature and history.

**Description:** The project's purpose was to infuse issues of pluralism and identity into American literature and history courses.

**Funding:** $500 for lecture series, refreshments, and publicity. Source(s): Bergen Community College Faculty Development Program.

**Outcome:** Revision of syllabi of American Literature I & II taught by Alan Kaufman; development of new course (literature elective), "American Ethnic Literature;" gathering of bibliography of secondary sources for American literature and history courses, infusion of module on pluralism and identity into the course "Contemporary Issues and Problems," preliminary or tentative new course for history (in progress or to be discussed in spring 1997).

**Project publications:**

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

AC

## Diversity Across the Curriculum

**Location:** Brookdale Community College, Lincroft, NJ

**Dates:** January 1994 - January 1995

**Project director(s):** Irma Lester, Brookdale Community College, 765 Newman Springs Road, Lincroft, NJ 07738; phone: (908) 842-1900 x2495.

**Other contact person(s):** Floresta Jones, Writing Department

Art Marshall, Sociology

Johanna Kobran, Vice-President of Academic Affairs, Brookdale Community College

**Number of participants:** When the project began, approximately 30 faculty participated in the discussion groups and about 12 faculty were involved in curriculum work. Currently there are about 17 new participants and about 50 in discussion groups.

**Disciplines involved:** Courses in education, English, writing, literature, African-American literature, reading, speech, theater, psychology, sociology, political science, history, women's studies, foreign languages, mathematics, economics, nursing, music, and photography.

**Description:** Brookdale Community College was chosen by the Association of American Colleges and Universities to participate in a project in which general education courses would be redesigned to include the concepts of American pluralism and diversity with appropriate teaching strategies. After attending a curriculum conference and visiting the Resource Institution, Los Angeles, Southwest, to increase their knowledge base, the Diversity Commission of Brookdale Community College developed and implemented a program for curriculum transformation. An eighteen-hour, spring seminar was offered in which ideas for course revision were discussed and student surveys were developed for classes to be transformed. During the fall semester, participants met twice as a group, coordinators worked with faculty on course revisions, and evaluation materials were developed. Teaching of the revised courses and evaluation is planned for winter 1995.

**Funding:** $60,000. Source(s): Brookdale Community College.

**Outcome:** Approximately 12 courses representing a wide variety of disciplines have been revised each of the two years.

**Project publications:**

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

WSP

# Cabrillo College Western States Project on Mainstreaming Women

**Location:** Cabrillo College, Aptos, CA

**Dates:** 1987 - 1989

**Project director(s):** Rosemary Brogan, History, Cabrillo College, 6500 Soquel Drive, Aptos, CA 95003; phone: (408) 479-6404.

**Number of participants:** 8

**Disciplines involved:** English, history, women's studies.

**Description:** Two instructors received assigned time to design new courses to incorporate scholarship on women into their curriculum. They each attended conferences and shared materials with their departments. One developed a reader for English Literature and the other developed a series of slide presentations for United States History. There were monthly meetings of a core group who supported and gave ideas to the two instructors.

**Funding:** $15,000. Source(s): The Ford Foundation; Cabrillo College.

**Outcome:** Two courses were affected.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*, Vol.3, *Community College Resources*. Western States Project on Women in the Curriculum, 1989. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

WSAIS

# International Gender Systems in Comparative Perspective: A Research and Training Program for the U.C. Berkeley Campus

**Location:** University of California at Berkeley, Berkeley, CA

**Dates:** 1996 - present

**Project director(s):** Norma Alarcon, Ethnic/Chicano Studies, Beatrice M. Bain Research Group, 2539 Channing Way, Room 21, U.C. Berkeley, Berkeley, CA 94720; phone: 510-643-7172; fax: 510-643-7288; e-mail: bbrg@uclink.berkeley.edu.

**Other contact person(s):** Irene Tinker, City and Regional Planning, Women's Studies, 228 Wuster, U.C. Berkeley, Berkeley CA 94720; phone: 510-642-1868; fax: 510-849-2225; e-mail: tinker@garnet.berkeley.edu.

Michael Watts, Geography, Director, Institute of International Studies, U.C. Berkeley, 215 Moses Hall, #2308, Berkeley, CA 94720; phone: 510-642-9493; fax: 510-642-9493; e-mail: mwatts@violet.berkeley.edu.

**Number of participants:** Yet to be determined.

**Disciplines involved:** Women's studies, international and area studies.

**Description:** The project will promote the incorporation of gender issues into area studies and general undergraduate education and will enhance comparative and international research by linking the programmatic activities of International and Area Studies with the Women's Studies Department and the Beatrice M. Bain Research Group. In existing area and international studies courses, resources will be provided to permit women's studies faculty to teach jointly with area and international studies faculty. Monthly colloquia and annual conferences will expose faculty to women's studies scholars and resources for teaching gender issues, especially in large undergraduate classes in disciplines such as economics, political economy, ethnic studies, and American cultures in which gender has been historically absent or under-represented. Doctoral students will be exposed to gender research through yearly workshops on gender issues within comparative international perspectives and through funding several faculty-student gender working groups.

**Outcome:** Yet to be determined.

**Funding:** $150,000. Source(s): The Ford Foundation.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, Melaine Velez. *Women's Studies, Area & International Studies Curriculum Integration Project.* New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, New York 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

## UCLA Curriculum Integration Project (CIP)

**Location:** University of California at Los Angeles, Los Angeles, CA

**Dates:** 1987 - 1989

**Project director(s):** Helen Astin, Graduate School of Education and Information Studies, and Higher Education Research Institute (HERI), 3019A Moore Hall, UCLA, 405 Hilgard Avenue, Los Angeles, CA 90095-1521; phone: (310) 825-2709 or (310) 825-1925; e-mail: hastin@gse.ucla.edu.

Edward A. Alpers, History, 6265 Bunche Hall, UCLA, 405 Hilgard Avenue, Los Angeles, CA 90095-1473; phone: (310) 825-2347 or (310) 825-4601; e-mail: ned@hup.ucla.edu.

**Contact person(s):** Lucy Blackmar, Coordinator, Undergraduate Education, College of Letters and Science, 1312 Murphy Hall, UCLA, 405 Hilgard Avenue, Los Angeles, CA 90095-1438; phone: (310) 206-1338; e-mail: lucyb@college.ucla.edu.

**Number of participants:** 2 Directors and a project Coordinator; 1 Secretary/Editor; 14 Graduate Research Assistants, and 4 outside consultants worked with some 32-35 faculty in the department-based initiatives and with 20-35 graduate students attending mini-retreats and departmental colloquia; 20-25 faculty participated regularly in the forum, and 2 new faculty were hired in Geography to develop ethnic and gender courses.

**Disciplines involved:** Anthropology, communication studies, ethnic studies, geography, comparative literature (humanities), psychology, sociology, women's studies. Faculty broadly based in the liberal arts and sciences participated in the forum.

**Description:** Phase I of the College of Letters and Science curriculum integration projects (CIP), this initiative targeted large introductory General Education courses in six departments: Anthropology, Communication Studies 10; Geography 3; Humanities 1A-D and 2A-C; Psychology 10; and Sociology 1 and 3. Five departments were supported with research assistants, who worked with key faculty members to develop bibliographies of resources for introducing new scholarship from ethnic and women's studies into the courses, or in the case of psychology to analyze the exclusions of ethnicity and gender in current textbooks with recommendations for alternative teaching materials and exercises. In two departments, external consultants were made available to work with groups of faculty either in a one-day workshop or through lectures and demonstrations. At the same time, 20-25 committed faculty from many disciplines attended a faculty forum, which met six times over two years and for which various in-house and visiting consultants presented course syllabi or textbook revisions, described theoretical and experimental models for curriculum change, and shared teaching or pedagogical techniques for including ethnic and gender topics. The CIP project included a unique dimension of evaluation that sought to measure, through pre-test and post-test questionnaires and five focus groups, the changes in students' attitudes and knowledge, using three classes of Introductory Sociology as the population. In an on-going process of evaluation, participating faculty were interviewed (13 interviews with 7 faculty) about the disciplinary incorporation of gender and ethnic studies; a comparative analysis of the "RA" versus the "Consultant" models evaluated the success of the different strategies respectively in sociology and geography. The project also developed a "Catalogue of Library Resources" and published *Transformations*, the CIP newsletter. This inaugural CIP project successfully introduced the concept of curriculum redesign to key departments and opened the door for subsequent projects by identifying faculty who would later serve as leaders for new curriculum transformation projects.

**Funding:** $126,783 and 1.53 released time FTE's over two years. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE); UCLA Chancellor's Committee on Instructional Improvement Programs, and the College of Letters and Science.

**Outcome:** Seven bibliographies were developed of materials on gender and ethnicity, which were either comprehensive, as in the "Catalogue of Library Resources," or discipline-specific listings, including an analysis of exclusions from psychology textbooks with recommendations for gender and ethnic inclusiveness through readings and exercises. Ten to 12 introductory general education classes in the social sciences and humanities were transformed or newly created, with another 6 to 12 courses being modified or impacted. One thousand seven hundred fifty students were affected by the transformed courses taught during the project proper, with many GE courses offered repeatedly, enrolling between 150 and 350 per class.

MMWS

# Ford Ethnic Women's (FEW) Curriculum Transformation Project

**Location:** University of California at Los Angeles, Los Angeles, CA

**Dates:** 1988 - 1991

**Project director(s):** Karen E. Rowe, English, UCLA, 2225 Rolfe Hall, 405 Hilgard Avenue, Los Angeles, CA 90095-1530; phone: (310) 825-2919/-4173; also UCLA Center for the Study of Women, 288 Kinsey Hall, Los Angeles, CA 90095-1504; phone: (310) 825-0590; e-mail: rowe@humnet.ucla.edu.

**Other contact person(s):** Norma Rice, Administrative Analyst/Project Coordinator, now at 3912 Caney Creek Road, Austin, TX 78732; phone: (512) 266-7470.

**Number of participants:** 75 faculty, including a broad range of nationally known scholars from a variety of fields, and 40 graduate students.

**Disciplines involved:** African American studies, American ethnic studies, American Indian studies, American and English literatures, Asian American studies, Chicana/o studies, comparative literature, critical studies and theory, ethnomusicology, gay and lesbian studies, geography, Germanic languages and literature, history, history of science, interdisciplinary studies, Italian, Jewish studies, psychology, sociology, Spanish and Portuguese, urban planning, women's studies.

**Description:** The UCLA Ford Ethnic Women's Curriculum Transformation Project (FEW) incorporated new research by and about African American, Chicana, American Indian, and Asian American women into the undergraduate liberal arts curriculum. The primary goal of the project was to transform both the syllabi and the pedagogy of existing courses and to create new courses that included the perspectives of ethnic women. The secondary goals were to create a bibliographic database of research and resource materials, to explore innovative teaching strategies, and to develop effective skills for using the changed classroom dynamics that result from curriculum transformation. Seven seminars were sponsored in: American and Related Literatures, Sociology, Psychology and Cognate Fields, History, Interdisciplinary Studies, American Ethnic Studies, and The Americas: Crossing Borders, Crossing Cultures (Geography and Urban Planning).

Seminars met three hours a week for eleven-week quarters to discuss extensive readings and to hear consultant speakers, who shared research and teaching materials with participants. By including five to seven graduate students, each seminar offered a unique opportunity for introducing new theoretical approaches, collaborating with faculty, identifying ethnic and gender research materials, creating syllabi, and for advanced professional training of current teaching assistants and future educators. As the project unfolded, the focus shifted from highlighting research on four discrete ethnic women's groups to seminars in which thematic units stimulated more sophisticated multi-ethnic and cross-cultural approaches and, hence, more complex transformations of syllabi. The seminar as a developmental process emphasized how peer support, an intensive immersion in new research, and new ethnic and gender perspectives can transform our ways of knowing and teaching.

**Funding:** $256,580 plus released time over 3 years. Source(s): UCLA Chancellor's Committee on Instructional Improvement Programs; The Ford Foundation; UCLA College of Letters and Science; UCLA Center for the Study of Women. The UCLA Chancellor's Committee on Instructional Improvement Programs and the UCLA College of Letters and Science each contributed 3.5 full-time equivalents (FTEs) of released time.

**Outcome:** Ninety syllabi were developed or transformed, having an estimated impact on 14,000 students if taught once. The seminars also resulted in: (1) text book revisions, (2) teaching packets, (3) departmental guidelines for teaching and course content, (4) a guide to *Films and Videos About Ethnic American Women*. Twenty annotated bibliographies were produced and a 3,800 item bibliographic database was developed.

**Project publications:**

Fiol-Matta, Liza, and Mariam Chamberlain. *Women of Color in the Multicultural Curriculum: Transforming the College Classroom.* New York: Feminist Press, 1994.

*Essays*

Cheung, King-Kok. "Reflections on Teaching Literature by American Women of Color." 144-148. Reprinted from *Pacific Coast Philology* 25 (1990): 19-23.

Ries, Paula. "Understanding Outcomes of Curriculum Transformation." 37-49.

Rowe, Karen E. "Shifting Models, Creating Visions: Process and Pedagogy for Curriculum Transformation." 25-36.

*Seminar Introductions and Syllabi:**

Allen, Paula Gunn, Karen Rowe, and Eric Sundquist. "American Ethnic Studies." 112-127.

Bloch, Ruth, Valerie Matsumoto, and George Sánchez. "History Seminar." 86-97.

Cheung, King-Kok, and Brenda-Marie Osbey. "American and Related Literatures." 56-65.

Curry, Michael, and Cindy Fan. "The Americas: Crossing Borders, Crossing Cultures." 128-138.

Graham, Sandra, and Nancy Henley. "Psychology and Cognate Fields." 75-85.

Heth, Charlotte, and Richard Yarborough. "Interdisciplinary Seminar." 98-111.

Oliver, Melvin L. "Sociology Seminar." 66-74.

Course Syllabi:

Fan, Cindy. "Ethnicity in the American City." 276-280.

Favro, Diane. "Introduction to the History of Architecture." 159-163.

Henley, Nancy M. "Psychology of Language and Gender." 291-303.

Morantz-Sánchez, Regina. "History of Family in the United States, 1870-1990." 215-221.

Saldívar-Hull, Sonia. "The American Novel." 236-238.

*Syllabi co-authored by Karen E. Rowe and Norma Rice.

Other publications:

Greenfield, P.M., C. Raeff, and B. Quiroz. "Cultural Values in Learning and Education." *Closing the Achievement Gap: A Vision to Guide Change in Beliefs and Practice.* Washington, DC: Urban Educational National Network, U.S. Department of Education, Office of Educational Research and Improvement, 1995, pp. 25-38. Also distributed by the Education Resources Center (ERIC), U.S. Department of Education.

Greenfield, P.M. "Culture as Process: Empirical Methodology for Cultural Psychology," in J. W. Berry, Y. Poortinga, and J. Pandey, eds. *Handbook of Cross-Cultural Psychology: Vol. 1: Theory and Method.* Boston: Allyn and Bacon, forthcoming.

Greenfield, P.M. "Independence and Interdependence as Developmental Scripts: Implications for Theory, Research, and Practice," in P.M. Greenfield and R.R. Cocking, eds. *Cross-Cultural Roots of Minority Child Development.* Hillsdale, NJ: Erlbaum, 1994, pp. 1-37.

Henley, Nancy M. "Ethnicity and Gender Issues in Language," in Hope Landrine, ed. *Bringing Cultural Diversity to Feminist Psychology: Theory, Research, and Practice.* Washington, DC: American Psychological Association, 1995, pp. 361-395.

Matthews, Stephen A. "Curriculum Redevelopment: Medical Geography and Women's Health." *Journal of Geography in Higher Education* 17, 2 (1993): 91-102.

Rowe, Karen E. "Multiculturalism and the Humanities Core: From Policy to Pedagogy," in Shirley D. Ezell and Cay Smith Osmon, eds. *Selected Papers from the Texas Seminar on the Core Curriculum, 1993, 1994, 1995.* Houston: University of Houston, and Washington, DC: National Endowment for the Humanities, 1995, pp. 46-69.

Rubin, Zick, Letitia Anne Peplau, and Peter Salovey, eds. *Psychology.* New Haven: Yale University Press, 1993.

Sue, Stanley. "Ethnicity and Culture in Psychological Research and Practice," in Jacqueline Goodchilds, ed. *Psychological Perspectives on Human Diversity in America.* Washington, DC: American Psychological Association, 1991, pp. 51-85.

*Filmography and Database*:

Makarah, O. Funmilayo, Norma W. Rice, and Karen E. Rowe. *Films and Videos By and About American Ethnic Women.* Los Angeles: UCLA Center for the Study of Women and the Ford Ethnic Women's Curriculum Transformation Project, 1989.

"UCLA Ethnic and Gender Studies Research Bibliography." Computerized database on Procite. 5,000 items listed, many with abstracts.

## Engaging Cultural Legacies: Shaping Core Curricula in the Humanities

**Location:** University of California at Los Angeles, Los Angeles, CA

**Dates:** 1991 - 1992

**Project director(s):** Karen Rowe, Team Coordinator, English, UCLA, 2225 Rolfe Hall, 405 Hilgard Avenue, Los Angeles, CA 90095-1530; phone: (310) 825-2919 or (310) 825-4173, e-mail: rowe@humnet.ucla.edu.

Edward Alpers, Dean, Honors and Undergraduate Programs, History, UCLA; phone: (310) 825-2347 or (310) 825-4601; e-mail: ned@hup.ucla.edu.

Kathleen L. Komar, Germanic Languages and Literature/Comparative Literature, UCLA; phone: (310) 825-3955 or (310) 825-7650; e-mail: komar@ucla.edu, also kkomar@gdnet.ucla.edu.

Richard Yarborough, English, UCLA; phone: (310) 825-2914 or (310) 825-4173; e-mail: yarborou@humnet.ucla.edu.

**Number of participants:** Over 100 participants from 11 resource and 27 planning institutions at the national level for year 2; over 30 campus participants for each of 4 site visits to UCLA by 2 university teams, the designated institutional mentor, and the Association of American Colleges (AAC) project reviewer. Year 1 of the AAC project involved 27 different planning institutions.

**Disciplines involved:** Broad representation of the arts, humanities, and social sciences.

**Description:** This was an Association of American Colleges (now Association of American Colleges and Universities), NEH-funded, national effort to provide assistance to campuses which were developing an "*intentional* core curricular experience for undergraduate students." It brought UCLA into a consortium of eleven mentor institutions and twenty-seven planning institutions to address cultural pluralism in their proposed core programs. Participants exchanged goals, processes, and programs for engaging cultural legacies through the development of a humanities core curriculum, interdisciplinary team-taught courses, or integrative and progressive sequences of general education instruction.

The UCLA team attended a four-day conference in Washington, DC, in August 1991, undertook a site visit to SUNY-Buffalo to observe their American Cultural Pluralism sequence in December 1991, and served as a "mentor/host" institution for site visits in 1992 from Louisiana State University and Tufts University. The consortium provided opportunities to explore alternative models for GE instruction (including freshman seminars), science initiatives, and core humanities curriculum, as well as required sequences in American cultures, Western, and world/global civilizations. One model proposed by UCLA included a cluster of humanities courses designed to provide intensive, quarter-long study in Western and non-Western history, philosophy, literatures, and the arts. Courses were drawn from 2 interconnected disciplines and linked with a third, specially-designed, "Humanities Writing Seminar." A second model showcased a year-long American Cultural Expression sequence which began with a theoretical core, "American Culture and Esthetic Values" in preparation for 2 subsequent discipline-specific courses designed to deepen students' knowledge of diverse cultural traditions and expressive arts.

The third model was drawn from the CWIP (Curriculum and Writing Integration Project), which was in progress at the same time. CWIP assisted English composition instructors in developing writing courses, across the curriculum courses, that emphasized diversity. These courses would then serve as the "gateway" to UCLA's undergraduate liberal arts and to those reformed General Education courses that highlight interpretive strategies for American multiculturalism.

**Funding:** Participants and teams/visitors received no money directly, but travel, food and lodging were reimbursed by the AAC. Source(s): Association of American Colleges; National Endowment for the Humanities.

**Outcome:** At UCLA, 12 humanities courses were reorganized into 4 clusters during the first year of the Humanities Cluster Project, which then continued for 2 subsequent years with an additional 6 - 8 clusters. A humanities sequence consisting of 1 core course and 4 discipline-specific courses (history, geography, ethnomusicology, theater arts) was developed under the title of "American Cultural Expression." Under the aegis of the Curriculum and Writing Integration Project, 30 - 36 syllabi were revised or newly created in the Writing Programs, and 4 multicultural and gender readers for use in English composition were revised or newly created and published.

**Project publications:**

Rowe, Karen E. "Multiculturalism and the Humanities Core: From Policy to Pedagogy." in Shirley D. Ezell and Cay Smith Osmon, eds. *Selected Papers from the Texas Seminar on the Core Curriculum, 1993, 1994, 1995.* Houston: University of Houston, and Washington, DC: National Endowment for the Humanities, 1955, pp. 46-69.

## Curriculum and Writing Integration Project (CWIP)

**Location:** University of California at Los Angeles, Los Angeles, CA

**Dates:** 1991 - 1993

**Project director(s):** Karen E. Rowe, English, UCLA, 2225 Rolfe Hall, 405 Hilgard Avenue, Los Angeles, CA 90095-1530; phone: (310) 825-2919 or (310) 825-4173; also UCLA Center for the Study of Women, 288 Kinsey Hall, Los Angeles, CA 90095-1504; phone: (310) 825-0590; e-mail: rowe@humnet.ucla.edu.

**Other contact person(s):** George Gadda and Bonnie Lisle, seminar co-facilitators, UCLA Writing Programs, 371 Kinsey Hall, 405 Hilgard Avenue, Los Angeles, CA 90095-1384; phone: (310) 206-6815.

Norma Rice, Administrative Analyst/Project Coordinator, now at 3912 Caney Creek Road, Austin, TX 78732; phone: (512) 266-7470.

**Number of participants:** 32, including 18 lecturers in the Writing Programs, 3 community college faculty who were resident lecturers in the Writing Programs, and 9 graduate students/teaching assistants.

**Disciplines involved:** American literature, applied linguistics, comparative literature, cultural studies, English composition, English literature, ethnic studies, feminist theory, film theory, folklore and mythology, gay and lesbian studies, postcolonial studies, teaching English as a second language, women's studies, and writing.

**Description:** This two-year project used the Ford Ethnic Women's Curriculum Transformation Project (FEW) faculty development seminars as a model by creating two seminars in which lecturers from the Writing Programs designed courses promoting cultural literacy across the curriculum. Transformed as well as newly created syllabi and textbooks for composition courses, ranging from the introductory to the more specialized and advanced, incorporated new materials on gender, American ethnic diversity, and composition theory, with attention also to cross-cultural, international, and second language differences. One outcome was the increased emphasis on thematic that gave rise to redesigned and new courses, for example, "Advanced Exposition: Pre-law and Gender Issues;" "Business Texts and Cultural Contexts;" "Work, Play, and Our American Selves;" "Science and Difference;" "Humor and Society;" and "Colonial and Post-Colonial Women Writers in South and South-East Asia."

Based upon applications and proposed course revisions, participants were selected for one of the two seminars held in the winter quarters of 1992 and 1993. Co-facilitators worked with faculty participants to develop eleven weekly seminar sessions based on topics of interest to or within the expertise of the applicants. The Winter 1992 seminar enabled lecturers to design new race conscious class units during the May 1992 Los Angeles uprising, while the 1993 seminar thematically focused on Los Angeles as a site of cultural diversity and conflict and on how to foster cross-cultural communication in ethnic and gender diverse classrooms and cities. Faculty designed the sessions, sometimes independently but more often in teams that included graduate students, selected readings, and chose the week that they wished to facilitate the seminar discussion. In the last two weeks, new or revised syllabi were presented for feedback from the group.

The group included the current Teaching Assistant Coordinator, who redesigned the English 495 course, "Supervised Teacher Preparation," required of all departmental teaching assistants who teach freshman composition, a course that serves as students' "gateway" into the curriculum. Other courses which were revised serve transfers students or future teachers, or fulfill general education requirements. Impact of the project at UCLA was therefore high. In addition, several participants were engaged in developing papers for national conferences and in writing and/or revising English composition textbooks which feature multicultural and gender perspectives and which are used nationally.

**Funding:** $169,885 over 2 years, including 2 full-time faculty equivalents. Source(s): University of California President's Office; UCLA Chancellors' Committee on Instructional Improvement Programs.

**Outcome:** Thirty to thirty-six revised and new syllabi were developed for a range of elementary, advanced, and specialized English composition courses. Four multicultural/gender texts for use in the teaching of English composition were in part revised or newly designed, published, and distributed nationally. The FEW bibliographic database was expanded to include resources on composition theory, literacy and cognitive styles of learning, narratology, oral story-telling in ethnic communities, academic discourse, multiculturalism in the curriculum, discourse communities, technologies, and innovative pedagogies for writing instruction.

**Project publications:**

Columbo, Gary, Robert Cullen, and Bonnie Lisle, eds. *Rereading America: Cultural Contexts for Critical Thinking and Writing.* 3rd ed. Boston: Bedford Books of St. Martin's Press, 1994.

Lisle, Bonnie, Sandra Mano, and Gary Columbo, eds. *Frame Work: Cultural Story Frames and College Writing.* Boston: Bedford Books of St. Martin's Press, 1997.

Maasik, Sonia, and Jack Solomon, eds. *Signs of Life in the U.S.A.: Readings in Popular Culture for Writers.* Boston: Bedford Books of St. Martin's Press, 1993; 2nd ed. Boston: Bedford Books of St. Martin's Press, forthcoming.

Peitzman, Faye, and George Gadda, eds. *With Different Eyes: Insights into Teaching Language Minority Students Across the Disciplines.* Los Angeles: California Academic Partnership Program and UCLA Publishing, 1991.

Rico, Barbara Roche, and Sandra Mano, eds. *American Mosiac: Multi-cultural Readings in Context.* 2nd ed. Boston: Houghton Mifflin, 1995.

# American Council of Learned Societies (ACLS) Elementary and Secondary Schools Teacher Curriculum Development Project

**Location:** University of California at Los Angeles, Los Angeles, CA — one of four sites during the project's first year. Other 1992-93 ACLS sites included the University of California at San Diego, University of Minnesota, and Harvard; other national sites were added in the project's subsequent two years.

**Dates:** May 1992 - June 1995

**Project director(s):** Karen E. Rowe, English, UCLA, 2225 Rolfe Hall, 405 Hilgard Avenue, Los Angeles, CA 90095-1530; phone: (310) 825-2919 or (310) 825-4173; also UCLA Center for the Study of Women, 288 Kinsey Hall, Los Angeles, CA 90095-1504; phone: (310) 825-0590; e-mail: rowe@humnet.ucla.edu.

**Other contact person(s):** Michael Holzman, Executive Associate, American Council of Learned Societies, 228 East 45th Street, New York, NY 10017-3398; phone: (212) 697-1505 x139.

**Number of participants:** 8 teacher fellows from secondary schools in the Los Angeles Unified School District; 1 UCLA workshop facilitator; 2 postsecondary fellows from California State University campuses.

**Disciplines involved:** American studies, education, English and American literature, ethnic studies, film, gay studies, history, philosophy, religious studies, women's studies.

**Description:** The aim of the national ACLS project on Elementary and Secondary Schools Teacher Curriculum Development was to familiarize teachers with current theoretical approaches and research developments in the humanities; to support their development of curricular materials based on their studies; and to disseminate those materials. The public school teachers joining the project were expected to involve other teachers in their home schools and—with support from central offices—to involve other teachers throughout their districts in becoming familiar with contemporary scholarship and in developing curricular materials that are appropriately challenging for their students. At each project site, there was a year-long workshop on a topic in the humanities, facilitated by one or more distinguished scholars from a research university, who worked collaboratively with up to a dozen teacher-fellows from the public schools.

Under the local title, *Humanities Education Leadership Project (HELP)*, the workshop created with and by the Los Angeles ACLS Teacher/Fellows began with extensive readings in literary theory, cultural critiques, feminist criticism.

multicultural literatures, the history of ethnic groups in the United States, and esthetic theory in relation to art, music, narrative, visual media, and performance. Sessions were designed to focus not only on theoretical discussions but also on praxis, that is, on the modeling of pedagogies for student-centered learning. The goal of the project was to transform the *humanitas* themes for the team-taught curricula offered at the various high schools represented by the participants as well as to develop new *humanitas* themes and integrative sequences. The *humanitas* team model is part of a Los Angeles Public School initiative to develop interdisciplinary thematic curricula relevant to students' daily lives, with an emphasis on cooperative learning, intensive writing, and the development of critical thinking skills.

The UCLA faculty coordinator, together with the California State University fellows, collaborated with the Los Angeles *humanitas*/ACLS teachers to design and cofacilitate the workshops and to create a capstone group project and presentation. As part of the year-long immersion in new scholarship, participants attended special events, including art exhibits, lectures, day-long panels and conferences, and theatrical performances that highlighted the workshop's ethnic and gender themes as well as issues within contemporary humanities education. The two postsecondary fellows also established ongoing linkages with the various school sites, and both fellows also wrote reflective/critical essays on the humanities for publication in an ACLS volume.

This intensive postgraduate seminar met for three-hour sessions, weekly during fall 1992 and twice monthly from January through June, 1993, and all participants attended an inaugural planning institute, three annual national, and three regional institutes. The national institutes (1993-1995) showcased the site-designed group projects, featured individual teacher presentations, and brought teacher fellows together with well-known educational innovators, officers from the learned societies, and representatives from various funding agencies. Our regional meetings involved two week-long summer institutes sponsored by and for the *humanitas* teams within the Los Angeles United School District. A further two-day regional institute facilitated the exchange of teachers' curriculum models and district programs among participants from the San Diego and Los Angeles site, with particular emphasis on curricular models for educating students in ethnically diverse Southern California.

**Funding:** Approximately $32,000, plus $25,000 in-kind (UCLA). Source(s): Core funding from Pew Charitable Trusts; DeWitt Wallace-Reader's Digest Fund; and an anonymous donor to ACLS. The Joyce Foundation provided support for the Wisconsin workshop. Matching salaries and/or released time for the teacher fellows and the postsecondary faculty were provided by the Los Angeles Unified School District; Los Angeles Educational Partnership; California State University, Dominguez Hills; California Polytechnic Institute, Pomona; and UCLA.

**Outcome:** Teacher/fellow project outcomes included the following:

1. A case study of new team development for a ninth-grade interdisciplinary *humanitas* sequence focused on finding common ground in multiethnic Los Angeles (units on our world, survival, heroes, commonalities, conflicts, oppression and resistance). Sandra Okura, Teacher/Fellow.
2. Published annotations of gay and lesbian personages in history and literature for curricular inclusion, *1500 Notable Gays and Lesbians: A Listing of Gays and Lesbians of Interest to High School Students and Their Teachers.* Michael Jackson, Teacher/Fellow.
3. Reflective essays on "Pedagogical Implications for the Transformation of Curriculum," and "Diary of a Mad Re-Revisionist." Marie Collins and Sue Anderson, Teacher/Fellows.
4. New integrative sequences on "The Emergence of the Chicano," with units on "Multiculturalism at the Center," which focused on the history of the Chicano movement, and on "The Chicano Movement: Arts and Literature." Sue Anderson and Marie Collins, Teacher/Fellows.
5. Instructional units on "The Japanese Internment during World War II," "Jazz and Literature," and "*The Autobiography of Malcolm X* and other Black Literature of the 1960's." Howard Wilf, Teacher/Fellow.
6. "Ghosts Among Us/Ancestral Voices: An Interdisciplinary Unit on Storytelling." Terry Henderson, Teacher/Fellow.
7. Strategies for "Examining the Visual Text in Film" and for incorporating film analysis in classroom instruction. Beverly Tate, Teacher/Fellow.
8. Models for teacher development of computer skills and link-ups and for Socratic seminar work. Lynne Culp, Teacher/Fellow.
9. *Humanitas* thematic units on "From Persuasion to Prejudice: A Study of Advertising, Propaganda, Images, and Stereotypes" and, in Latin American Studies, on "The Power of Myth: Seeking Identity Across Cultures." Lynne Culp, Teacher/Fellow.

All teacher/fellows worked with their old and/or new site teams (normally 2-3 secondary teachers from different disciplines) to revise or develop new *humanitas* units (writing intensive, document-, and text-centered) around themes, historical periods, or issues integrating the study of areas such as philosophy and literature; science and literature; American Indian and Chicano culture in the southwest; the black nationalist movement in history and literature; Spanish and English instruction through history and literature; and sequences in American history/culture.

**Project publications:**

Feuer, Lois. "Encountering the Other: Teaching the Bible in the Multicultural Curriculum." *Teaching and Humanities: Essays from the ACLS Elementary and Secondary Schools Teacher Curriculum Development Projects.* ACLS Occasional Paper, No. 23. New York: American Council of Learned Societies, 1994, pp. 51-68.

Henderson, Terry Moreland. "Ghosts Among Us/Ancestral Voices: 'What's Past is Prologue,'" in Michael Holzman and Ellen Reeves, eds. *Poetry In and Out of the Classroom: Essays from the ACLS Elementary and Secondary Schools Teacher Curriculum Development Project.* ACLS Occasional Paper, No. 29. New York : American Council of Learned Societies, 1995, pp. 5-25.

Rocklin, Edward L. "Transforming Canons, Transforming Teachers." *Teaching the Humanities: Essays from the ACLS Elementary and Secondary Schools Teacher Curriculum Development Projects.* ACLS Occasional Paper, No. 23. New York: American Council of Learned Societies, 1994, pp. 19-50.

Blackman, Sandra, Sandra Okura, Sandra Sanchez Purrington, and Robert Stein. "Panel Discussion on School-Based Curriculum Development." *Perspectives on the Humanities and School-Based Curriculum Development.* ACLS Occasional Paper, No. 24. New York: American Council of Learned Societies, 1994, pp. 7-26.

## Ethnic and Gender Undergraduate Integration Project (EGUIP)

**Location:** University of California at Los Angeles, Los Angeles, CA

**Dates:** 1993 - 1994

**Project director(s):** Karen E. Rowe, English, UCLA, 2225 Rolfe Hall, 405 Hilgard Avenue, Los Angeles, CA 90095-1530; phone: (310) 825-2919 or (310) 825-4173; also UCLA Center for the Study of Women, 288 Kinsey Hall, Los Angeles, CA 90095-1504; phone: (310) 825-0590; e-mail: rowe@humnet.ucla.edu.

**Other contact person(s):** Norma Rice, Administrative Analyst/Project Coordinator, now at 3912 Caney Creek Road, Austin, TX 78732; phone: (512) 266-7470.

**Number of participants:** 13 faculty, including the project director, 2 faculty facilitators, and 5 graduate students in the "Arts in America" seminar; 3 faculty facilitators and 10 Teaching Assistant Consultants in "Teaching in the Multiethnic Classroom."

**Disciplines involved:** Arts Seminar: African area studies, African American studies, anthropology, art history, Asian American studies, Chicano studies, critical studies, dance, design, East Asian studies, ethnomusicology, film, folklore and mythology, music, theater, women's studies, world arts and cultures.

Multiethnic Classroom Seminar: American literature and cultural studies, art history, biology, chemistry/biochemistry, composition, English literature, film/television, political science, psychology, sociology, teaching English as a second language and applied linguistics.

**Description:** The goal of this one-year project was to integrate new research on ethnicity and gender into the undergraduate curriculum of the School of the Arts. The quarter-long faculty development seminar which focused on the School of the Arts and the Allied World Arts and Cultures Program was entitled "Arts in America: Cross-Cultural Esthetics and Education." Using approaches drawn from new theories of performance and from cultural studies, the seminar examined the multicultural history of American arts, commodification and globalization, sacred and secular traditions in folk art, urban art spaces, nomadic esthetics and exile arts, cross-cultural differences and syncretism in the contemporary media, popular culture, the urban cityscape, and a new curriculum for arts education. While weekly sessions addressed overarching themes and topics, the content of the research readings and the discussions was from beginning to end situated in Los Angeles as a historic and as a contemporary city, as a site for the immigration and syncretism of cultural traditions, and as a postmodern environment in which new artistic spaces, media, and forms emerge through global or transnational acts of creation.

Another component of the project was an initiative which provided campus-wide training sessions for Teaching Assistant Consultants (TAC), entitled "Teaching in the Multiethnic Classroom." The TACs worked with faculty to orient and train the new teaching assistants in departments. A special series of seven workshop sessions for newly appointed TACs emphasized strategies for creating ethnic and gender responsive pedagogies and courses. The goal was to introduce the teaching assistants to models of collaborative learning. English as a second language, writing instruction, and strategies for conflict resolution were addressed as fundamental issues. The format included reading materials, scenarios, videos that required problem solving, guest speakers, journal response writing, and small group collaborations.

A final component of EGUIP was to expand an existing 5,000 item bibliographic database to include new fields which would support ongoing gender and ethnic initiatives.

**Funding:** $103,000. Source(s): UCLA Multicultural Studies Committee, the Chancellor's Committee on Instructional Improvement Programs (CCIIP), and the Dean of the School of the Arts.

**Outcome:** In the Arts Seminar 20 courses were revised and/or new syllabi were created; a proposal for 6 core courses was developed for the World Arts and Cultures program; faculty and student participants in the Arts Seminar developed 2 anthologies/course readers and revised 1 folklore bibliography; and seminar participants brainstormed concepts for nearly 50 new departmental, core arts, and interdepartmental program courses. For "Teaching in the Multiethnic Classroom," 9 graduate teaching assistant training courses were revised in a variety of departments; the campus-wide preparatory seminar for Teaching Assistant Consultants was revised and a teaching manual expanded to include new materials from the seminar; and participants developed presentations for the campus-wide TA orientation program. In addition, the computerized database was expanded to include items on all aspects of the arts, performance, cultural studies, esthetic theory, multiculturalism, the arts in Los Angeles, gender and art, and arts education; and to include articles for teaching assistant training, together with listings of available videos on multiculturalism, lecture/discussion techniques, and collaborative learning strategies for the ethnic and gender diverse classroom.

# University of California Southern Region Curriculum Integration Center (SRCIC)

**Location:** University of California at Los Angeles, Los Angeles, CA

**Dates:** January 1994 - 1996

**Project director(s):** Karen E. Rowe, English, UCLA, 2225 Rolfe Hall, 405 Hilgard Avenue, Los Angeles, CA 90095-1530; phone: (310) 825-2919 or (310) 825-4173; also UCLA Center for the Study of Women, 288 Kinsey Hall, Los Angeles, CA 90095-1504; phone: (310) 825-0590; e-mail: rowe@humnet.ucla.edu.

**Number of participants:** "Thinking Gender" sessions engaged 6 panelists and workshop leaders with 60 Santa Monica College participants (and student observers); the SRCIC Planning Workshop brought together 15 leaders/coordinators from ethnic and women's studies from the 5 Southern region U.C. campuses; campus challenge grant projects involved 12 - 80 faculty coordinators, faculty participants, graduate student attendees, and graduate research assistants.

**Disciplines involved:** Broad-based: liberal arts and sciences, including interdisciplinary programs in ethnic and gender studies.

**Description:** The mission of the regional center is to develop and foster systematic approaches to curricular integration by serving as a resource center for University of California campuses and community colleges in the southern region. To fulfill this mission, the regional center undertakes efforts: (1) to assist University of California campuses in designing campus programs and plans for curriculum integration, by sponsoring mini-planning conferences and exchanges of bibliographic materials; (2) to develop a faculty mentoring network; (3) to fund intercampus site visits for the purposes of panel discussions, workshops, program observations, or meetings with key faculty; (4) to fund University of California campus projects that promote more systemic approaches to curriculum integration; (5) to sustain programmatic partnerships with the community colleges in order to develop courses that fulfill multicultural and American cultures requirements by focusing on ethnic and gender research; and (6) to support current UCLA initiatives, such as individual faculty grants to develop American cultures courses and curriculum development seminars.

In Spring 1994 the University of California at Los Angeles cosponsored, with the newly established Women's College of Santa Monica Community College, a university faculty panel and workshop sessions on "Thinking Gender: Learning Across the Disciplines." The SRCIC Planning Workshop (December 1994) brought together representatives from the five southern region campuses of the University of California to assess the current status of multicultural curriculum integration, to exchange information about models and strategies for systematic programs of faculty development, and to review drafts of challenge grant proposals from each campus. Subsequently, challenge grant projects were funded at four campuses, with matching funds provided by individual campuses, to establish systematic curriculum integration programs (including campus retreats, study groups, faculty and graduate student curriculum workshops, quarter-long seminars). These programs also fostered the development and/or exchange of pedagogical strategies and course designs for ethnic- and gender-inclusive courses, the designing of interdisciplinary courses to fulfill multicultural or gender requirements, collaborative curriculum planning between women's and ethnic studies programs, and the creation of material resources or e-mail communications networks among faculty in these projects. Projects implemented in 1995-96 include, "Infusing Intersectionality in the Undergraduate Curriculum" (Irvine); "Putting Intersectionality Studies into Practice: Forming Intellectual and Pedagogical Ties—Women's Studies and Ethnic and International Studies" (UCLA); "Cultures, Gender, and Society" (Riverside); and "Toward a Multi-University: A Curriculum Integration Project" (Santa Barbara).

**Funding:** $25,000 from the University of California, Office of the President; matching funds ($2,500 - $5,000) from individual University of California campuses for Challenge Grant Projects funded at $3,200 from the SRCIC.

**Outcome:** Course outcomes will vary depending on faculty involved and the campus goals.

## Family and Women's Primary Care Program

**Location:** University of California at San Francisco, School of Nursing, San Francisco, CA

**Dates:** 1994 - 1996

**Project director(s):** Lisa Lommel, Family Health Care Nursing, School of Nursing, N411Y, University of California, San Francisco, CA 94143-0606; phone: (415) 476-9720; fax: (415) 753-2161; e-mail: llommel@itsa.ucsf.edu.

Shotsy Faust, Family Health Care Nursing, School of Nursing, N411Y, University of California, San Francisco, CA 94143-0606; phone: (415) 476-3479; fax: (415) 753-2161; e-mail: sfaust@itsa.ucsf.edu.

**Number of participants:** 46+ Family and Women's Primary Care Masters Nurse Practitioner students.

**Disciplines involved:** Education, medicine, nursing, pharmacy, psychology, social and behavioral sciences, women's studies.

**Description:** The project reviewed the Family Primary Care Program for specific needs in women's health content and issues. A request was made to Women's Health faculty to provide needed content. A final decision was made to merge the Family and Women's Programs to ensure the necessary women's health content in the Family Program. Women's health faculty reviewed their curriculum and developed new content within existing courses and developed two new courses. Faculty in the pediatric and adult programs consulted with faculty in the women's health specialty for their specific needs.

**Funding:** $100,000 over 2 years. Source(s): Kaiser Permanente; tuition, small grants.

**Outcome:** 15 courses were revised, and two courses were created.

NJP CMTI

# Sounds of Silence: The Emerging Voices of Women of Color in the U.S.

**Location:** Camden County College, Blackwood, NJ

**Dates:** January 1994 - July 1994

**Project director(s):** Lynette Cook, English, Camden County College, P.O. Box 200, Blackwood, NJ 08012 now at Walla Walla College, Multi-cultural director, College Place, Washington 99324-3000; phone: (509) 527-2393

**Other contact person(s):** Jack Pesda, History and Political Science, Camden County College; phone: (609) 227-7200 x432.

**Number of participants:** 8 Camden County College faculty; 8 area high school teachers; 1 consultant.

**Disciplines involved:** Interdisciplinary

**Description:** This was a consortial project conducted as a seminar composed of eight Camden County College faculty and eight teachers from eight area high schools. The goal was to revise one core course to reflect the scholarship on gender or complete a project that would assist in the integration of women's studies at the participant's home school. Facilitated by a consultant, Wendy Kolmar of Drew University, the seminar met eight times during the spring semester and attended a state-wide Summer Institute conducted by the New Jersey Project.

In addition to the course revisions achieved by the participants, two ongoing projects were generated by this seminar: (1) the college librarians are revising existing library guides to reflect women's and minority studies and are creating new guides for these two areas; and (2) one participant has developed a research project to determine whether teachers read texts from a sexist perspective and what, if any, values they privilege as they evaluate texts.

**Funding:** $25,000. Source(s): The Ford Foundation; Camden County College.

**Outcome:** 10 courses were revised, and 3 courses were created.

**Project publications:**

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996*. Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

MMWS

# Toward Transformation of the Curriculum: Courses in Liberal Arts

**Location:** Consortial: Colegio Universitario de Cayey, Cayey, Puerto Rico

**Dates:** 1990 - 1992

**Project director(s):** Yamila Azize, Proyecto de Estudios de la Mujer, Colegio Universitario de Cayey, Universidad de Puerto Rico, Cayey, Puerto Rico 00736; phone: (809) 738-4218.

**Number of participants:** 15 faculty from the 5 different campuses of the University of Puerto Rico (UPR en Bayamón; Colegio Universitario de Cayey, UPR; Colegio Universitario de Humacao, UPR; Recinto Universitario de Mayaguez, UPR; Recinto Universitario de Río Piedras, UPR); 18 consultants from the United States, Latin America, and Puerto Rico.

**Disciplines involved:** English, social sciences, Spanish.

**Description:** This Ford Foundation project was a two-year effort which concentrated on Spanish, English, and social sciences courses. The academic load of faculty participants was reduced from four to two required courses each semester. Participants met weekly for the first year. During the first semester, a seminar was held in the morning followed by a workshop in the afternoon. At the end of the semester a large seminar was held and participating faculty discussed their experiences and provided information about the progress of the project to colleagues drawn from all of the participating campuses. This was felt to be particularly important because there was initially considerable resistance to the project, and the seminar seemed to change some colleague's minds, making them more receptive to the work. During the second semester, faculty participants worked on syllabi and met with the curriculum committees of their departments. In the third semester of the project, faculty participants taught from their new syllabi. The fourth semester was dedicated to publications.

**Funding:** $117,000 over 2 years. Source(s): The Ford Foundation; Central Administration of UPR; assigned time from the 5 UPR campuses.

**Outcome:** Core curriculum courses in English, social sciences and Spanish were revised.

**Project publications:**

*Hacia un curriculo no-sexista: Integracion de los estudios de la mujer en los cursos basicos de español, ingles y ciencias sociales* (*Toward a Non-Sexist Curriculum: Integration of Women's Studies into Basic Courses in Spanish, English, and the Social Sciences*). Cayey, PR: University of Puerto Rico, 1992.

## Project on Science Courses in Biology and Chemistry

**Location:** Colegio Universitario de Cayey, University of Puerto Rico, Cayey, PR

**Dates:** 1991 - 1993

**Project director(s):** Yamila Azize, Proyecto de Estudios de la Mujer, Colegio Universitario de Cayey, Universidad de Puerto Rico, Cayey, Puerto Rico 00736; phone: (809) 738-4218.

**Other contact person(s):** Evelyn Otero, Consultant, Women's Studies, University of Puerto Rico, Cayey, Puerto Rico; phone: (809) 764-4304.

**Number of participants:** 4

**Disciplines involved:** Biology, chemistry, Women and Health.

**Description:** The project ran small-scale workshops with the faculty. Because of the difficulty of addressing women in science, which was a relatively new topic, and because knowledge of it was still very limited among other faculty on the campuses, emphasis was placed on developing a resource book. The book focused on research and curriculum resources which can be used by faculty to introduce gender perspectives in their courses. It included essays on women in science, women and mathematics and engineering in Puerto Rico, women and AIDS, and women in chemistry in Puerto Rico. Sandra Harding, Sue Rosser, Ann Fausto-Sterling, and Waleska Lemoine were consultants on this project.

**Funding:** $20,000 over 2 years. Source(s): Women's Studies Program, University of Puerto Rico; Cayey Campus, University of Puerto Rico; University of Puerto Rico, Mayaguez Campus; Resource Center for Science and Engineering in Puerto Rico (which is funded partially by a consortium of different universities in Puerto Rico and partially by the National Science Foundation).

**Outcome:** A biology course was completely revised and a chemistry course was partially revised.

**Project publications:**

*Mujer y Ciencia: Investigacion y Curriculo* (*Woman and Science: Research and Curriculum*). Cayey, Puerto Rico: University of Puerto Rico, 1993. The book is out of print but a second edition is forthcoming.

Also a brochure on women in science was published.

WSP

# Integrating Women's Studies into the Curriculum

**Location:** Central Washington University, Ellensburg, WA

**Dates:** Fall 1983

**Project director(s):** Dorothy Mae Sheldon, 3240 Dry Creek Road, Ellensburg, WA 98926; phone: (509) 925-4282.

**Number of participants:** 7

**Disciplines involved:** Asian studies, education, geography and land studies, physical education, sociology.

**Description:** Seminars were given by a representative of each participating department and by a librarian. The goal of the project was for each department to rewrite a required introductory course to include feminist scholarship. The first seminar was held in the library where participants were exposed to new knowledge and information generated by women and the resources available to them for their research. Each participant sought out the contributions of women and identified female leaders in the "herstory" of the discipline. Each seminar was introduced with a brief topic such as non-sexist writing, non-sexist language, and other topics from women's studies for the purpose of increasing knowledge. Each participant received a $200 stipend upon submission of a new syllabus. The series ended with a lecture given by a guest speaker.

**Funding:** $2,000. Source(s): The Ford Foundation.

**Outcome:** Six courses were revised.

**Project publications:**

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*. 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

## Balancing the Curriculum for Gender, Race, Ethnicity, and Class: Seminar for Vocational and Technical Education Faculty

**Location:** Center for Worker Education, City College, CUNY

**Dates:** 1987 - 1991

**Project director(s):** Barbara Omolade (1987-91), City College, CUNY, Center for Worker Education, 99 Hudson Street, New York, NY 10013; phone (212) 925-6625.

**Project Consultant**: Dorothy O. Helly (1987-90), History, Hunter College, 695 Park Avenue, New York, NY 10021; phone (212)772-5546; fax: (212) 772-5545; e-mail: dhelly@shiva.hunter.cuny.edu.

**Number of participants:** 10 each year.

**Disciplines involved:** Academic skills, business administration, cooperative education, communication skills, development skills, English, health education, history, library, mathematics, medical technicians, psychology/sociology, youth development.

**Description:** The purpose of this project was to introduce faculty members at CUNY two- and four-year colleges with primary college, vocational, and technical curricula to the issues involved in balancing the curriculum for gender, race, ethnicity, and class. The funding for this seminar supplied participating colleges with money for releasing one faculty member for a semester to attend seminar meetings weekly and to engage in a campus-based demonstration project in the second semester of the academic year. The first year meetings were held in conjunction with a year-long faculty seminar described elsewhere in this publication (see CUNY- "Balancing the Curriculum for Gender, Race, Ethnicity and Class"), but it became clear that the faculty in vocationally-based colleges needed a syllabus that emphasized issues specific to their curriculum. Therefore, these participants met as a distinct and separate seminar from 1988-91 with a distinctive syllabus of readings.

**Funding:** Approximately $150,000 over four years. Source(s): New York State Department of Education, Vocational Education Administration Grants for Sex Equity in Vocational Schools (including assigned time for the ten participants and project director each year).

**Outcome:** In the words of the project director, the seminar "'unstuck' demoralized faculty and supported their efforts to become leaders responsible for 'small changes' on their campuses."

**Project publications:**

A bound booklet was produced:

"In the CUNY Classroom: Integrating the New Scholarship on Gender, Ethnicity, Race and Class into the College Curriculum: A Conference of the City University of New York, May 12, 1988, Hunter College." (Barbara Omolade organized the conference).

Omolade, Barbara. "Quaking and Trembling: Institutional Change and Multicultural Curricular Development at the City University of New York," in Becky W. Thompson and Sangeeta Tyagi, eds. *Beyond a Dream Deferred: Multicultural Education and the Politics of Excellence.* Minneapolis, MN: University of Minnesota Press, 1993, pp. 214-30.

## Integrating Scholarship on Women into the Community Colleges

**Location:** Graduate School and University Center, CUNY, New York, NY

**Dates:** 1985 - 1987

**Project director(s):** Sue Rosenberg Zalk, Center for the Study of Women and Society, now Acting Vice President for Student Affairs, Graduate School and University Center, CUNY, 33 West 42nd Street, New York, NY 10036; phone: (212) 642-2107; fax: (212) 642-1940: e-mail: SRZ@aquila.gc.cuny.edu.

**Number of participants:** 7 faculty from 7 community colleges; 2 consultants.

**Disciplines involved:** English, history, social and behavioral sciences.

**Description:** This project involved soliciting reports from faculty in CUNY community colleges (including Borough of Manhattan, Bronx, Kingsborough, LaGuardia, Queensborough) and colleges with four-year as well as two-year programs (including Medgar Evars and New York City Technical) on the issues, problems, and possibilities involved in introducing scholarship on women into social science and humanities courses in colleges whose primary goals are vocational. The participating faculty worked with the project director and two consultants to investigate the campus curriculum and environment for (and resistance to) change. This board produced a report that was then widely circulated to the seven community colleges of the University.

**Funding:** $50,000 over 2 years. Source(s): The Ford Foundation.

**Outcome:** Faculty at the colleges involved began a reflexive process of examining their curriculum for categories of exclusion and the campus climate that inhibited change. A small number of courses were changed at the early stage, but faculty awareness led many to seek further help in making curricular changes by participating in other CUNY-wide seminars and discussion groups.

**Project publications:**

A bound booklet entitled "Handbook on Integrating Scholarship on Women into the Community College Curriculum" was produced.

# CUNY Academy for the Humanities and the Sciences Seminar on Scholarship and the Curriculum: The Study of Gender, Race, Ethnicity, and Class

**Location:** Graduate School and University Center, CUNY, New York, NY

**Dates:** 1988 - present

**Project director(s):** Dorothy O. Helly, History, Hunter College, 695 Park Avenue, New York, NY 10021; phone (212)772-5546; fax: (212) 772-5545; e-mail: dhelly@shiva.hunter.cuny.edu.

**Number of participants:** 12 - 40 on various occasions.

**Disciplines involved:** All disciplines.

**Description:** This project has involved: (1) an ongoing seminar with open participation among CUNY faculty, designed to be a forum for issues dealing with curriculum and pedagogy, meeting variously one to four times a year;

(2) a series of seven panel discussions between 1992 and 1994, separately funded by The Ford Foundation, dealing with "Rethinking the Disciplines: History, Literature, Biology, Sociology, Psychology, Anthropology, and Education." The project included producing bound booklets with the essays from each of these panel discussions for distribution within CUNY; and

(3) a day conference on "Rethinking the Disciplines: Toward the Twenty-first Century," held May 10, 1996, bringing together a representative from the special series of seven panels with CUNY faculty respondents in these disciplines.

**Funding:** $55,300 over 8 years. Source(s): Ongoing seminar expenses funded by CUNY Academy for the Humanities and the Sciences; special funding 1992-1996 for seven panels, printing and distribution of essays, and one-day conference on "Rethinking the Disciplines" in two separate grants from The Ford Foundation, CUNY Academy, and University Faculty Senate.

**Project publications:**

A series of seven bound booklets on "Rethinking the Disciplines," one each on anthropology, biology, education, history, literature, psychology, sociology. These are available through the National Center for Curriculum Transformation Resources on Women, Towson University, 8000 York Rd.,Baltimore, Maryland 21252. See *CUNY Panels* in list of publications at the back of this *Directory*.

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# Infusing Scholarship on Women of Color into the Liberal Arts Curriculum of the City University of New York Senior Colleges

**Location:** Graduate School and University Center, CUNY, New York, NY

**Dates:** 1989 - 1992

**Project director(s):** Sue Rosenberg Zalk, Acting Vice President for Student Affairs, Graduate School and University Center, CUNY, 33 West 42nd Street, New York, NY 10036; phone: (212) 642-2107; fax: (212) 642-1940; e-mail: SRZ@aquilla.gc.cuny.edu.

**Number of participants:** 80

**Disciplines involved:** American/English literature, American history, economics, English composition, political science, psychology, sociology.

**Description:** This project was part of a larger Ford Foundation project on mainstreaming materials on women of color into the curriculum. There were seven one-week intensive seminars, each focused on one of the disciplines involved, the purpose of the grant being to get as many faculty as possible to incorporate some scholarship on women of color into introductory courses. In the morning, a keynote speaker presented an overview of the U.S. demographics of the women within the focal ethnic group; this was followed by discussion. In the afternoon, the groups met by discipline with two consultant/resource persons knowledgeable about that ethnic group within the particular discipline. Discussion centered on readings that had been distributed, course outlines, and how material could be used in classes. The consultants provided the specific readings as well as suggesting activities. The project involved faculty at the ten senior colleges of the CUNY system; daily speakers and facilitators included African American women, Latinas, Asian American women, and Native American women.

**Funding:** $105,000 over 3 years. Source(s): The Ford Foundation; contributions by three college presidents.

**Outcome:** About 80 courses were affected.

**Project publications:**

Syllabi included in Fiol-Matta, Liza, and Mariam Chamberlain. *Women of Color in the Multicultural Curriculum: Transforming the College Classroom.* New York: Feminist Press, 1994.

Winslow, Barbara (Hunter College). "U.S. History to 1877." 200-4.

Schlesinger, Yaffa (Hunter College). "Introduction to Sociology." 306-9.

Arendell, Terry (Hunter College). "Sociology of the Family." 316-19.

# Integrating Scholarship on Women into Introductory Courses

**Location:** Hunter College, CUNY, New York, NY

**Dates:** 1982 - 1986

**Project director(s):** Florence Denmark, Psychology, Pace University, 1 Pace Plaza, New York, NY 10038; phone: (212) 346-1551.

Dorothy O. Helly, History, Hunter College, 695 Park Avenue, New York, NY 10021; phone: (212) 772-546; fax: (212) 772-5545; e-mail: dhelly@shiva.hunter.cuny.edu.

Susan Lees, Social Sciences, Anthropology, Hunter College, 695 Park Avenue, New York, NY 10021; phone: (212) 772-5520/5424; fax: (212) 650-3976; e-mail: slees@shiva.hunter.cuny.edu.

**Contact person(s):** Susan Lees.

**Number of participants:** About 28 faculty.

**Disciplines involved:** Spring 1983 Seminar, Sciences and Social Sciences: anthropology, biology, computer sciences, economics, geography, history, mathematics, physics, political science, psychology, School of Social Work, sociology, urban affairs; Fall 1983 Seminar, Education, Humanities, Arts: art history, Black and Puerto Rican studies, communications, educational foundations, English, film, health and physical education, music, philosophy, Romance languages (French), theater.

**Description:** This project consisted of two semester-long seminars comprising two-hour weekly meetings. The first seminar was held in spring 1983, bringing together half the college departments (sciences and social sciences) to integrate scholarship on women into the introductory survey courses in these departments. The second seminar was held in fall 1983, bringing together departments in the humanities and education. During the seminars, faculty examined ways in which the introductory course for their discipline was being taught at the time. Materials pertaining to women were incorporated into the seminars. The participants also developed new course outlines, reading materials, and innovative pedagogical methods. The newly-developed inclusive materials were presented to each department; they met with wide acceptance, and some departments made dramatic changes in their courses.

**Funding:** $60,000 over 4 years. Source(s): Muskawini Fund.

**Outcome:** Participants in the first seminar requested that the president of the college host a series of luncheons to help them bring to their department chairs and other key faculty information about what they had been doing. Members of the second seminar preferred to take appropriate departmental occasions to share their efforts with departmental faculty. All wrote reports, which were compiled and distributed within the college and to a wide range of inquirers within the university and nationally. Participants also developed new course outlines, reading materials, and innovative pedagogical methods. The newly-developed inclusive materials, once presented to departments in various ways, gained wide acceptance with some departments, dramatically changing the introductory course.

Another outcome from these seminars were the workshop for nursing faculty in the summer of 1984 and the larger seminar for professional school faculty of 1985-1986. A further outcome was the change in direction of curricular inclusion in the course of these seminars, to include in all further efforts to change the curriculum not only gender, but also race, ethnicity, and class.

**Project publications:**

"Report on a Project to Integrate Scholarship on Women into the Introductory Courses at Hunter College," produced by the Women's Studies Program, 1986. This bound booklet was widely distributed.

## Integrating Scholarship on Women into the Professional Schools

**Location:** Hunter College, CUNY, New York, NY

**Dates:** 1984 - 1986

**Project director(s):** Dorothy O. Helly, History, Hunter College, 695 Park Avenue, New York, NY 10021; phone: (212) 772-5546; fax: (212) 772-5545; e-mail: dhelly@shiva.hunter.cuny.edu.

Mimi Abramovitz, School of Social Work, Hunter College, 129 East 79th Street, New York, NY 10021; phone: (212) 452-7106; fax: (212) 452-7150 or (212) 866-2429 (call first); e-mail: ambramov@shiva.hunter.cuny.edu.

**Number of participants:** 9 faculty.

**Disciplines involved:** Health sciences, nursing, social work.

**Description:** This project had a two-fold structure. The first stage was a pilot project with four faculty from the School of Nursing, held during the summer of 1984, which met once a week for three weeks. A full-scale project with three faculty each from Health Sciences, Nursing, and the School of Social Work met for nine three-hour workshops from January to June of 1986 for reading and discussion with two guest speakers.

**Funding:** $10,000 over 2 years. Source(s): Muskawini Fund.

**Outcome:** Three faculty reworked selected course units; two reconceived their courses entirely; two devised ways of introducing faculty development projects within their departments; one revised the presentation of a theme running through her course; and one devised a way of introducing issues of gender stereotypes into student work on career clarification.

**Project publications:**

A bound booklet, "Report on a Project to Integrate Scholarship on Women into the Professional Curriculum at Hunter College," including the final report on the project and reports from each of the nine participants about the nature of the changes they had made in their professional curriculum. An appendix contains the syllabus used for the spring 1986 phase of the project.

# Balancing the Curriculum for Gender, Race, Ethnicity, and Class

**Location:** Hunter College, CUNY, New York, NY

**Dates:** 1987 - 1990; 1991 - present

**Project director(s):** Dorothy O. Helly (1987-present), History, Hunter College, 695 Park Avenue, New York, NY 10021; phone: (212) 772-5546; fax: (212) 772-5545; e-mail: dhelly@shiva.hunter.cuny.edu.

Marina Heung (1994-present), English, Baruch College, 17 Lexington Avenue, New York, NY 10010; phone: (212) 387-1826; e-mail: hmmbb@cunyvm.cuny.edu.

Joan Tronto (1990-1991), Political Science, Women's Studies, Hunter College.

Altagracia Ortiz (1990-1993), History, Puerto Rican Studies, John Jay College

Barbara Omolade (1987-1988), Center for Worker Education, City College, CUNY

Marie Buncombe (1987-1990), English, Brooklyn College

**Contact person(s):** Dorothy O. Helly and Marina Heung.

**Number of participants:** Varies each year, between 12 - 20

**Disciplines involved:** Academic skills, accounting, art (studio), Asian American studies, behavioral sciences, biological sciences, business, classics, counseling and student development, communications, dental technician, economics, education, education services, English, English as a second language, French, health education, health sciences (nutrition), history, hotel and restaurant management, human services, Latin American studies, librarians, mathematics, nursing, philosophy, physical education, public administration, political science, psychology, sociology, Spanish, speech.

**Description:** This project has consisted of year-long faculty development seminars, meeting once a week, initially for four hours and then for three hours, during term time (28 weeks). They are open to all faculty at the City University of New York, which is comprised of ten senior (four-year) colleges, seven community (two-year) colleges, a graduate school, a medical school, and a law school. Between 1987 and 1991, campus administrators were asked to give participants released time from one course each semester, a budget crisis in 1990-91 ended this policy. Since 1991 faculty have attempted to arrange for released time on home campuses, but most participants have taken the seminar as an overload on their assigned schedules (six or seven courses a year at senior colleges; nine courses a year at community colleges). Most social science and humanities fields have been represented by participants over the years, as have the sciences, biology and mathematics. Professional school faculty have also participated, especially from nursing and health sciences. The syllabus, thematically organized, attempts to meet this range of fields by using materials of theoretical and experiential scope and through an emphasis on pedagogical issues. Recently both fiction and autobiographical readings have been introduced at the beginning of the seminar to give participants a common reading base from which to draw on in subsequent discussions. The framework that has evolved for the readings focuses on what has been traditionally excluded from the curriculum, the knowledge bases from which we work, and the classroom. Issues of sexuality, teaching about AIDS, and disability studies have enriched this framework. In the summer of 1995, another budget crisis suspended operations of the seminar; a semester-long version was then run in Spring 1996. At this time the Faculty Development funds have been transferred to the Research Office of the Graduate School, CUNY, to administer, and the seminar will apply under the Request For Proposals structure along with other proposed activities of the university.

**Funding:** Over $250,000 over 9 years. Source(s): Faculty Development Fund, Office of Academic Affairs, CUNY. Funding includes 2-course assigned time for each of two facilitators, money for reproduction of materials, and salary for 10 hours a week for a student assistant for 30 weeks a year.

**Outcome:** Courses have been revised, units in courses have been added, new courses have been created, and scholarly research as well as teaching has taken new directions in the academic lives of participants. Many have become campus catalysts for curriculum change and have taken leadership roles in diversity issues. As a result of the establishment of this seminar in 1987, a complementary seminar for faculty teaching vocational education was created (funded by a New York State Education Department grant) and a forum for discussion of scholarship and the curriculum established since 1988.

**Project publications:**

Each year of the seminar, the twenty-odd page syllabus has been sent out to various inquirers. The syllabus for the second year was published as:

> "The City University of New York: 1988-1989 Faculty Development Seminar on Balancing the Curriculum for Gender, Race, Ethnicity, and Class—A Syllabus: Marie Buncombe and Dorothy O. Helly, Leaders," with an introduction by Susan O'Malley. *Radical Teacher* 37 (1989): 14-26.

WSP

## Faculty Seminar on the New Scholarship on Women

**Location:** Colorado College, Colorado Springs, CO

**Dates:** May 1984 - June 1985

**Project director(s):** Margaret Duncombe, Sociology, Colorado College, Colorado Springs, CO 80903-3294; phone: (719) 389-6645.

**Other contact person(s):** Judith Genova, Philosophy.

**Number of participants:** 63 faculty members; large crowds attended public lectures.

**Disciplines involved:** History, biology, literature, psychology, sociology, anthropology.

**Description:** A new curriculum aimed at enriching the liberal arts tradition was developed to direct students toward an appreciation of the diversity of human culture and human experience. The project coordinators believed that the study of women and gender should constitute an integral part of the college curriculum, not simply an important but isolated component of it. Given this belief, the women's studies faculty proposed the project with three goals in mind: (1) to involve faculty in new scholarship on women; (2) to encourage curricular revisions which would incorporate new analyses, perspectives, and methodologies emanating from feminist revisions of traditional disciplinary courses; and (3) to enhance and strengthen the developing Women's Studies program within the College. To achieve these goals, this project consisted of six seminars, each with a visiting scholar who presented a lecture to invited faculty familiar with the broad outlines of the scholar's work. The scholars were Carol Nagy Jacklin on sex differences, Susan Scarberry-Garcia on Native American women's literature, Ines Talamantez on Native American women's rituals, Marcia Weskott on psychological development, Patricia Zavella on work and the family, and Adrienne Zihlman on woman the gatherer. Bibliographies and readings were provided for each seminar. Each scholar also gave a public lecture and met with interested faculty. The project concluded with a seventh, evaluative seminar conducted by the series organizers.

**Funding:** $6,000. Source(s): The Ford Foundation, matching funds.

**Outcome:** The seminars increased the visibility and validity of the new scholarship on women. In addition, one new course was created, two more were planned, and twenty-three were revised as a result of the seminar and lecture series.

**Project publications:**

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*. 2 vols. Tucson, AZ: Southwest Institute for Research on Women (SIROW), 1986. Western States Project on Women in the Curriculum, SIROW, University of Arizona, Tucson, AZ 85721-0040.

WSP

# Integrating New Scholarship on Women into the Core Curriculum of a Professional Social Work Education Program

**Location:** Colorado State University, Fort Collins, CO

**Dates:** November 1984 - May 1985

**Project director(s):** Mary Boland, Social Work, 210 Eddy Building, Colorado State University, Fort Collins, CO 80523; phone: (303) 491-5142.

**Other contact person(s):** Betty P. Broadhurst, Social Work, Colorado State University, Fort Collins, CO 80523.

**Number of participants:** 12 faculty; 5 consultants; 1 project director.

**Disciplines involved:** Social work

**Description:** In 1984, Colorado State University began forming a master's program in Social Work and evaluating its already existing bachelor's program in Social Work to more thoroughly include women and minorities in its curriculum to better serve the Rocky Mountain region with its growing Hispanic population and major industrial development. A team of 5 curriculum consultants, each having expertise in both scholarship on women and one of the specific social work content areas, attended a one-day meeting to review the current core courses and discuss with faculty how to identify deficiencies in content on women. In addition, they used this occasion to plan a development workshop for social work faculty. The consultants submitted 6 recommendations for faculty and examples of how identified deficiencies could be remedied. A one-day workshop for faculty was held in January, 1985, in which the consultants presented to faculty recent scholarship on women, reviewed bibliographic materials and handouts, distributed sample course outlines, and displayed literature.

**Funding:** $6,227. Source(s): The Ford Foundation; Colorado State University.

**Outcome:** The faculty revised courses in the Social Work Program to incorporate content recommended by consultants. In addition, a course on women was created and offered during the 1985-1986 year.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

MMWS

# Incorporating Race and Gender into Traditional Courses of American Civilization

**Location:** Columbia College, Columbia University, New York, NY

**Dates:** Spring 1989 - Spring 1990

**Project director(s):** Martha Howell, Institute for Research on Women and Gender, Columbia University, 763 Schermerhorn, New York, NY 10027; phone: (212) 854-3277.

**Number of participants:** 6

**Disciplines involved:** Anthropology, economics, history, literature, political science, sociology.

**Description:** Workshops were held to develop new courses on race and gender. Faculty and graduate students met every two to three weeks to study new scholarship. The project also invited guest speakers and distributed common readings and theoretical and empirical studies on thinking about race and gender in contemporary American culture.

**Funding:** $55,000. Source(s): The Ford Foundation.

**Outcome:** 6 introductory courses were affected. A new course involving issues of race and gender, "Social Hierarchy in the Contemporary West," was developed; it is taught 2 or 3 times a year.

## Art Education for Diversity: A Department Project Developing an Inclusive Undergraduate and Graduate Curriculum

**Location:** Concordia University, Montreal, Quebec, Canada

**Dates:** June 1992 - January 1995

**Project director(s):** Elizabeth J. Saccá, Art Education, Concordia University, 1455 de Maisonneuve Boulevard West, Montreal, Quebec, Canada H3G 1M8; phone: (514) 848-4649.

**Number of participants:** 5 faculty; 1 Ph.D. student.

**Disciplines involved:** Art education.

**Description:** The purpose of the project was to expand the bibliography of key courses of the graduate and undergraduate programs within the Art Education Department to include women, aboriginal people, diverse cultural and racial groups, and people with disabilities. Faculty were consulted about the needs and limitations of the current courses. Bibliographic research focused on first-person accounts from artists and teachers, and on teachers' initiatives and efforts to reform education. The specialized bibliography was then made available to faculty for their use in adapting the courses they teach. The bibliography was distributed to students and faculty with the goal of encouraging collaborative efforts in changing the curriculum.

**Funding:** $7,300 over 2½ years. Source(s): Innovative Teaching Development Grant at Concordia University.

**Outcome:** 6 courses and the Ph.D. reading list were affected.

## Project for a Balanced Curriculum

**Location:** University of Connecticut, Storrs, CT

**Dates:** 1985 - present

**Project director(s):** Patricia Carter, Women's Studies, University of Connecticut, U-181, 2131 Hillside Road, Storrs, CT 06269-3181; phone: (203) 486-2186; fax: (203) 486-4789.

**Number of participants:** 50 - 100 each year.

**Disciplines involved:** All departments within the University are invited to participate.

**Description:** This project assists faculty in integrating scholarship by and/or about women into traditional academic courses. Each year the project sponsors colloquia, focusing on a specific discipline, at which time Women's Studies brings noted feminist scholars to the University. The project is set up so that the Women's Studies Department works with members of different disciplines each year to acquaint the faculty and graduate teaching assistants of that discipline with information on curriculum transformation work. The goal is to encourage changes in the disciplines. The project employs faculty workshops, seminars, speakers, and an annual Women and Gender Research Conference which provides University of Connecticut faculty and students with the opportunity to present their relevant work.

**Funding:** Approximately $22,000 over 11 years. Source(s): University of Connecticut Research Foundation.

**Outcome:** Over 12 courses were affected.

**Project publications:** A working paper series by faculty and graduate students.

## Project for the Infusion of Multicultural Perspectives and Approaches in College Teaching (Project IMPACT)

**Location:** Connecticut State University (Eastern, Central, Southern, and Western campuses), New Britian, CT

**Dates:** 1990

**Project director(s):** Penelope "Penny" Lisi, now at Department of Educational Leadership, Central Connecticut State University, New Britian, CT 06050-4010; phone: (860) 832-2137; fax: (860) 233-0759.

**Other contact person(s):** Evelyn DeHart, Director, Center for Ethnicity and Race in America, University of Colorado, Boulder, CO.

**Number of participants:** 15 - 20 per year.

**Disciplines involved:** Over 20.

**Description:** The project included seminars in which outside speakers talked about issues of pedagogy, teaching and learning styles, cross-cultural communication styles, and classroom assessment. A one-day retreat was held on raising awareness about diversity and summer workshops were conducted for faculty to transform courses.

**Funding:** $32,000. Source(s): Center for Educational Excellence, Eastern Connecticut State University.

**Outcome:** Over 20 courses were affected.

(NJP)

## Integrating Women into the Curriculum

**Location:** County College of Morris, Randolph, NJ

**Dates:** 1989 - present

**Project director(s):** Cliff L. Wood, Vice President of Academic Affairs, County College of Morris, Center Grove Road, Randolph, NJ 07869; phone: (201)328-5090; fax: (201) 328-1282; e-mail: cwood@ccm.edu.

**Other contact person(s):** Diane Davenport, Learning Resources Center, County College of Morris, Randolph, NJ 07869; phone: (201) 328-5310

**Number of participants:** 200 full-time faculty.

**Disciplines involved:** Administration, agricultural technology, anthropology, biology, business, chemistry, computer science, criminal justice, dance, dramatic arts, economics, engineering science, electronic engineering technology, English, environmental science, fine arts, English as a second language, graphic design, health, history, human services, mathematics, mechanical engineering, medical laboratory technology, media studies, music, nursing, office-assistance technology, photography, health exercise science, physics, political science, psychology, public administration, and sociology.

**Description:** This project has three main parts: (1) a speaker's series, which brings in consultants to address issues of gender and ethnicity as related to courses and programs; (2) comprehensive review of curriculum (a fifth of the curriculum is reviewed every year) in which faculty must show that materials such as texts and bibliographies use inclusive language and reflect scholarship on and by women and people of color; (3) preparation of an annotated bibliography on scholarship by women by the project librarian for use in four academic divisions: business and social science; humanities and arts; health, natural science, and technology; and mathematics and engineering. Twenty departments are affected.

**Funding:** $50,000. Source(s): New Jersey Department of Higher Education.

**Outcome:** Over 20 courses have been affected.

**Other:** This project is a precursor of an upcoming college-wide project on gender and ethnicity initiated by The Center for Diversity.

**Project publications:**

Smith, Carol, Ferris Olin, and Wendy Kolmar. *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1990.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

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# Curriculum Project to Integrate Research on Women into the Curriculum

**Location:** University of Delaware, Newark, DE

**Dates:** January 1985 - June 1986

**Project director(s):** Margaret Andersen, Office of Provost, University of Delaware, Newark, DE 19716; phone: (302) 831-2101.

Sandra Harding, Philosophy, University of Delaware; phone: (302) 831-8207.

**Number of participants:** Approximately 10.

**Disciplines involved:** Anthropology, Black American studies, history, philosophy, political science, psychology, sociology, urban affairs.

**Description:** Faculty participated in a five-week development seminar during which they discussed feminist literature, methodology, and theory. Following the seminar, they were expected to revise either an introductory or required course which was to be offered the following semester. Each faculty member was provided with funds to invite someone of national reputation in his or her discipline to come to campus, consult in the course development, and give a lecture in a university-wide series which included all the consultants.

**Funding:** $30,500 over 3 semesters. Source(s): University of Delaware.

**Outcome:** 8 lower-level undergraduate courses were revised.

CMTI

## Curriculum Transformation and Integration

**Location:** Community College of Denver, Denver, CO

**Dates:** January 1994 - June 1994

**Project director(s):** Barbara Bollmann, Dean, Community College of Denver, PO Box 173363, Campus Box 950, Denver, CO 80217 phone: (303) 556-2472; fax: (303) 556-4583; e-mail: cd-Barbara@MASH.Colorado.Edu.

**Number of participants:** 4

**Disciplines involved:** Law, literature, sociology, speech.

**Description:** The project participants of Community College of Denver (CCD) met with faculty at Metropolitan State College of Denver (METRO), the University of Colorado at Denver (UCD), and the University of Colorado at Boulder to discuss key issues and debates going on in women's studies from each of their perspectives. Faculty of the Institute for Women's Studies and Services at METRO became the primary mentors and consultants for the project. The CCD project goal was to integrate feminist theory and pedagogy into the core curriculum and to initiate a women's studies program which would further serve as a foundation for the CCD students who transfer to UCD or METRO's women's studies program. The project team designed a series of questions intended to facilitate the transformation of four core courses through a process of deconstruction and reconstruction. They met weekly to discuss the following questions: (1) Why is this transformation necessary? (2) Why are the women missing? (3) How do we go about revisioning these courses? (4) What would this course look like if women, in all of their diversity, were the focus? and (5) In what ways can I enhance the content and pedagogy through feminist scholarship? The participants used materials such as videos, annotated bibliographies, journals, and books. After four weeks working individually on the deconstruction/reconstruction of their courses, the participants again met weekly for discussion, critique, and editing of their work. Each participant had an individual consultant from the METRO faculty who provided feedback which was incorporated into the final revision. In addition to revising courses, a handbook on how to integrate core courses was produced which includes a report on what they did and how they did it, an annotated bibliography of both how-to resources and the discipline-specific resources, as well as content guides and course syllabi for all four revised courses. Finally, a faculty forum was held in which the process and outcome of the project were presented.

**Funding:** $11.000. Source(s): The Ford Foundation.

**Outcome:** 4 core courses were revised: English Composition, Introduction to Sociology, Fundamentals of Speech, and Business Ethics.

**Project publications:**

A full report is available from the director.

Bollmann, Barbara, Judith McManus, E. Michelle Rabouin, and Peggy Valdez-Fergason. "The Integration of Women's Studies and Feminist Pedagogy into the Core Curriculum." *Women's Studies Quarterly* 24 (1996): 201-221.

Rabouin, Michelle, E. "Business Ethics: A Core Course." *Women's Studies Quarterly* 24 (1996): 181-186. (Syllabus)

Rabouin, Michelle, E. "Revisioning Business Ethics." *Women's Studies Quarterly* 24 (1996): 139-145. (Essay)

Rabouin, Michelle, E. "Selected Business Ethics." *Women's Studies Quarterly* 24 (1996): 229-233. (Bibliography)

WSP

## Integrating Women's Studies into the Curriculum

**Location:** Donnelly College, Kansas City, KS

**Dates:** 1986 - 1988

**Project director(s):** Patricia Callaghan, 2319 North 82nd Terrace, Kansas City, KS 66109; phone: (913) 596-4987; fax: (913) 596-4601.

**Other contact person(s):** Mary Agnes Patterson, Prioress, Mount Saint Scholastica Convent, Atchison, KS.

**Number of participants:** 7

**Disciplines involved:** Biology, children's literature, English, science, sociology.

**Description:** The project began with a day-long workshop featuring a regional speaker on women's studies to sensitize people to the need for women's studies in the College. The speaker continued involvement as a consultant. The project goals were to obtain an institutional commitment for curriculum transformation and to develop a core group of faculty to facilitate that process. Project directors attended seminars at the consortia institutions to increase their knowledge base. Informal meetings were held every month in which guidelines were followed for the development of syllabi. Syllabus revisions were completed throughout the second year of the project. Faculty were expected to submit an abstract about their specific approach to gender integration. A list of materials was required with the submission of the grant proposal in order to receive the grant. Books were purchased and an extensive bibliography was provided. The consultant came back once during the second year to facilitate and evaluate the project. Evaluation was prepared for the grantor. Originally designed for four-year colleges, this project was later remodeled and adapted for community colleges.

**Funding:** $6,500. Source(s): The Ford Foundation.

**Outcome:** 7 courses were affected.

**Project publications:**

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*. Vol.3, *Community College Resources*. Tucson, AZ: Southwest Institute for Research on Women (SIROW), 1989. Western States Project on Women in the Curriculum, SIROW, University of Arizona, Tucson, AZ 85721-0040.

# Mainstreaming Women's Studies into the Humanities Curriculum

**Location:** Drew University, Madison, NJ

**Dates:** September 1984 - June 1985

**Project director(s):** Wendy K. Kolmar, English, Women's Studies, Drew University, Madison, NJ 07940; phone: (201) 408-3632; fax: (201) 408-3040; e-mail: wkolmar@drew.edu.

Joan Weimer, English, Drew University; phone: (201) 408-3289; e-mail: jweimer@drew.edu.

**Number of participants:** 75 faculty.

**Disciplines involved:** Anthropology, art history, botany, classics, economics, English, French, German, history, philosophy, political science, psychology, religion, sociology, theatre.

**Description:** The project consisted of: 1) an opening colloquium on curriculum transformation for the entire faculty; 2) series of eight discipline-specific and cross-disciplinary faculty development workshops with visiting feminist scholars and curriculum transformation consultants from other campuses; 3) development of resource collections of books, syllabi, bibliographies, etc.; and 4) assessment of library collection. The purpose of the project was to introduce as many faculty members as possible to feminist scholarship and to resources for course revision in their fields.

**Funding:** $23,090. Source(s): New Jersey Department of Higher Education.

**Outcome:** There was some revision of courses and addition to courses. Support was generated for a second proposal for a grant that would provide released time to faculty for course revision.

**Project publications:**

Smith, Carol, Ferris Olin, and Wendy Kolmar. *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1990.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

**Drew University**

## Integrating Women's Studies into the Curriculum: Humanities Introductory and Survey Courses

**Location:** Drew University, Madison, NJ

**Dates:** September 1985 - June 1986

**Project director(s):** Wendy K. Kolmar, English, Women's Studies, Drew University, Madison, NJ 07940; phone: (201) 408-3632; fax: (201) 408-3040; e-mail: wkolmar@drew.edu.

Joan Weimer, English, Drew University; phone: (201) 408-3289; e-mail: jweimer@drew.edu.

**Number of participants:** 7 faculty.

**Disciplines involved:** Anthropology, art history, classics, political science, religion, sociology, Spanish.

**Description:** Seven faculty members received released time to participate in a year-long interdisciplinary faculty development seminar and to revise thoroughly an introductory or survey course in their discipline. Faculty also did curriculum transformation workshops for their departments.

**Funding:** $27,914. Source(s): New Jersey Department of Higher Education.

**Outcome:** Seven introductory courses in the humanities were revised and taught during the year of the project and the next academic year.

**Project publications:**

Newsletter; compilation of revised syllabi with essays by faculty.

Smith, Carol, Ferris Olin, and Wendy Kolmar. *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1990.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

## Integrating the Scholarship on Gender: The Intersection of Race, Class, Ethnicity and Gender

**Location:** Drew University, Madison, NJ

**Dates:** September 1987 - June 1988

**Project director(s):** Wendy K. Kolmar, English, Women's Studies, Drew University, Madison, NJ 07940; phone: (201) 408-3632; fax: (201) 408-3040; e-mail: wkolmar@drew.edu.

**Number of participants:** 7 faculty with released time; 50 - 60 faculty; 400+ in lecture/workshop audiences and participants.

**Disciplines involved:** English, French, German, history, sociology, religion.

**Description:** The project activities included: (1) a year-long development seminar on third-world women and U.S. women of color for faculty who received released time and contracted with the project to revise a course in their discipline; (2) a symposium for K-12 teachers on integrating third world women and U.S. women of color into the curriculum; (3) inclusion in resource collection of more material on third world women and U.S. women of color; (4) public lectures and faculty development workshops focused particularly on feminist scholarship and materials for integrating U.S. women of color and third world women into the curriculum; (5) development of a gender-integration module for training of first-year seminar instructors; (6) library collection assessment.

**Funding:** $25,400. Source(s): New Jersey Department of Higher Education.

**Outcome:** Teaching of seven transformed courses; integration of new material of third world women and U.S. women of color into additional courses; addition to library collection; integration of gender perspectives into first-year seminar and into courses offered by K-12 workshop attendees.

**Project publications:**

Newsletter; bibliography of reference sources on women; collection of revised syllabi.

Syllabi for "Sociology of Aging," and "Gender, Narrative and Interpretation in Literature and Film," in *Creating an Inclusive College Curriculum: Teaching Resources from the New Jersey Project*. Teachers College Press, 1995.

Smith, Carol, Ferris Olin, and Wendy Kolmar. *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1990*. Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

## Integrating Women Into the Curriculum

**Location:** Duke University, Durham, NC

**Dates:** 1983 - 1989

**Project director(s):** Jean O'Barr, Women's Studies, Duke University, Box 90760, 210 E. Duke Building, Durham, NC 27708; phone: (919) 684-5683; fax: (919) 684-4652; e-mail: jeanobar@acpub.duke.edu.

**Number of participants:** 10

**Disciplines involved:** English, chemistry, political science, religion, history, and French.

**Description:** Over the span of 5 years, 10 faculty members collaborated to redesign introductory courses in 10 departments. The project director worked with each participant directly to locate materials, discuss approaches, and plan lectures and discussions.

**Funding:** $30,000 over 6 years. Source(s): Dean's Office.

**Outcome:** Revised courses were offered by these individuals as long as they taught the courses.

**Project publications:**

*Feminism in Action*

# Research on Women, Gender and Feminist Theories

**Location:** Duke University, Durham, NC

**Dates:** 1983 - present

**Project director(s):** Jean O'Barr, Women's Studies, Duke University, Box 90760, 210 E. Duke Building, Durham, NC 27708; phone: (919) 684-5683; fax: (919) 684-4652; e-mail: jeanobar@acpub.duke.edu.

**Number of participants:** 20 - 25 faculty each year.

**Disciplines involved:** History, sociology, economics, languages, political science and public policy, English, art, and the natural sciences.

**Description:** The Duke University Women's Studies Program hires one graduate student per year to scan journals, books, catalogs and newspapers, and to clip and copy articles to send to individual faculty members to provide resources for their teaching and graduate research.

**Funding:** $3,000 annually. Source(s): Graduate School budget.

**Outcome:** About one half of the faculty respond, saying they are using the materials for teaching or in their research work.

## Feminist Scholarship in the Disciplines

**Location:** Duke University, Durham, NC

**Dates:** 1995 - present

**Project director(s):** Jean O'Barr, Women's Studies, Duke University, Box 90760, 210 E. Duke Building, Durham, NC 27708; phone: (919) 684-5683; fax: (919) 684-4652; e-mail: jeanobar@acpub.duke.edu

**Number of Participants:** 12

**Disciplines Involved:** Computer science, drama, political science, music, ROTC, Asian studies, English, comparative literature, Russian, French, religion.

**Description:** The Women's Studies Steering Committee sponsors an annual event in which various University departments compete for an award of $1,000. The awarded funds are used to recruit a speaker knowledgeable in the area of fostering feminist scholarship within the disciplines of that department.

**Funding:** $ 6,000 annually. Source(s): Women's Studies Endowment Fund.

**Outcome:** Conversations begin in each department about feminist scholarship, drawing new groupings of faculty and students together.

**Project publications:** Contact Jean O'Barr.

## Incorporating Women's Studies into Secondary and Post-Secondary Education in North Carolina

**Location:** Duke/University of North Carolina Center for Research on Women, Durham, NC

**Dates:** 1983 - 1986

**Project director(s):** Christina Greene, Duke/UNC Center for Research on Women, Duke University, Carr Building, PO Box 90719, Durham, NC 27708; phone: (919) 684-6641.

**Other contact person(s):** Sandra Morgan, Center for the Study of Women in Society, University of Oregon, Eugene, OR; phone: (505)686-5015.

**Description:** High school and college teachers were brought together in fall and spring workshops and for a three-week summer institute in order to create five geographic clusters to form networks of support.

**Funding:** $96,000 over 3 years. Source(s): The Rockefeller Foundation.

## Women's Studies Curriculum Development Project

**Location:** Duke/University of North Carolina Center for Research on Women, Durham, NC

**Dates:** 1986 - 1988

**Project director(s):** Christina Greene, Duke/UNC Center for Research on Women, Duke University, 337 Carr Building, PO Box 90719, Durham, NC 27708; phone: (919) 684-6641.

**Number of participants:** 40

**Disciplines involved:** Humanities, social sciences; open to all disciplines in these areas.

**Description:** The goal of this project was to develop or revise courses in the social sciences and humanities at undergraduate colleges and universities in North Carolina, South Carolina, and Virginia. Experienced faculty at Duke/UNC, acting as advisors or mentors, were paired with participating faculty. The emphasis of the project was on incorporation of materials on race, class, and gender into the curriculum. Participants were selected competitively; a letter of support from a dean or chair at the institution was a required part of the application. The project was later extended to include two-year colleges.

**Funding:** $180,000 over 2 years. Source(s): The Ford Foundation.

# Incorporating Women of Color into the Undergraduate Curriculum

**Location:** Duke/University of North Carolina Center for Research on Women, Durham, NC

**Dates:** 1989 - 1992

**Project director(s):** Christina Greene, Duke/UNC Center for Research on Women, Duke University, Carr Building, PO Box 90719, Durham, NC 27708; phone: (919) 684-6641.

**Other contact person(s):** Thadious Davis, English, Brown University; phone: (401) 863-2393.

Soyini Madison, Speech and Communication, Duke University; phone: (919) 962-1127.

**Number of participants:** 27

**Disciplines involved:** Anthropology, history, literature, sociology.

**Description:** A faculty advisory committee, supported by letters and through other means by department chairs and deans, reviewed our grant proposal, made recommendations, and participated in the spring 1990 seminar for the four departments. Faculty met eight times per semester in the spring and fall; seminars were arranged thematically and included presentations by outside speakers as well as core readings in theory and pedagogy.

**Funding:** $100,000 over 3 years. Source(s): The Ford Foundation.

**Outcome:** 49 courses were affected.

WSP

## Integrating Women's Studies Into the Core Curriculum

**Location:** Eastern New Mexico University, Portales, NM

**Dates:** 1984 - 1985

**Project director(s):** Janet O. Frost, Chair of the Women's Studies Committee, PO Box 2213, Eastern New Mexico University, Portales, NM 88130; (505) 562-2141.

**Number of participants:** 4 faculty members, 3 outside consultants, Women's Studies Committee members, conference attendees.

**Disciplines involved:** Business administration, composition, history, psychology; other courses taught by Women's Studies Committee members indirectly involved.

**Description:** Four faculty members revised their introductory general education courses in business administration, composition, history and psychology with the help of materials, consultants, a workshop, and resource persons provided by the project. Revision entailed inclusion of additional material on women and the introduction of new orientations into courses. The main focus of the project was an all-day workshop on Women of Color presented by three minority women consultants who assisted faculty in revising existing syllabi and providing data, source material, and suggestions. In addition, the faculty attended a SIROW-sponsored conference held in October, 1985, at the Rocky Mountain Modern Language Association meetings. Faculty met with the Women's Studies Committee to discuss the goals, to locate sources, and to revise the syllabi.

**Funding:** $3,348. Source(s): Western States Project on Women in the Curriculum; Eastern New Mexico University.

**Outcome:** Over 4 courses were affected.

**Project publications:**

A file outlining the project is available from the Women's Studies Office of Eastern New Mexico University. This includes a booklet entitled *Resources on Women in Golden Library*, revised syllabi, readings, etc.

The project is also described in Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

**Other:** In 1988 two faculty members attended a SIROW-sponsored workshop, "Teaching Women's Studies from an International Perspective," and again revised syllabi for courses and participated in a conference and professional meetings. Both eventually published related articles in the *Women's Studies International Forum* (vol. 14, no. 4).

WSP

## The Team Approach to Women's Studies Integration

**Location:** Eastern Washington University, Cheney, WA

**Dates:** 1984 - 1987

**Project director(s):** Gertrude (Lee) Swedberg, Director of Women's Studies, 115 Monroe Hall, Eastern Washington University, 526-5th Street, MS 166, Cheney, WA 99004-2431; phone: (509) 359-2409.

**Other contact person(s):** Theresa Reis, Eastern Washington University; phone: (509) 359-6050.

**Number of participants:** 30

**Disciplines involved:** Black studies, economics, education, English, geography, history, humanities, Indian studies, management, psychology, sociology.

**Description:** The team approach was employed: thirteen teams were formed in thirteen disciplinary areas, including Black studies and Indian studies. Central to the project were student resource persons, who were paired with a faculty member to do research leading to revision of a specific course. The formats included new essays, exams, research, lectures, and reading topics assembled by several teams, computer searches, guest lecturers, a librarian, and personal interviews conducted with prominent women scholars.

**Funding:** $5,000. Source(s): University Faculty Development Funds and Western States Project on Women in the Curriculum (The Ford Foundation).

**Outcome:** 22 - 24 courses were affected.

**Project publications:**

*Women in Higher Education: Tradition, Transitions & Revolutions Proceedings.* St. Louis University Press, 1985.

Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

## Learning and Teaching Gender Integration

**Location:** Eastern Washington University, Cheney, WA

**Dates:** 1990 - 1995

**Project director(s):** Gertrude (Lee) Swedberg, Director of Women's Studies, 115 Monroe Hall, Eastern Washington University, 526-5th Street, MS 166, Cheney, WA 99004-2431; phone: (509) 359-2409.

**Other contact person(s):** Theresa Reis, Eastern Washington University; Phone: (509) 359-6050.

**Number of participants:** More than 30.

**Disciplines involved:** Art, communications, economics, English, geography, history, psychology, science, urban and regional planning.

**Description:** Starting in 1990, five one-credit summer workshops were organized to teach methods of gender balance in the classroom. By 1994 they had been expanded and were offered in nine disciplines. In 1991 twelve instructors were each grant supported to attend one workshop and revise a syllabus. The courses are also attended by other faculty, education students, primary and secondary teachers, disciplinary students, and others.

**Funding:** $3,000. Source(s): Title III, faculty development section; Eastern Washington University.

**Outcome:** More than 12 courses were affected.

# El Paso Community College Western States Project on Women in the Curriculum

**Location:** El Paso Community College, El Paso, TX

**Dates:** January 1986 - May 1988

**Project director(s):** Jeanne Foskett, English Department, El Paso Community College, PO Box 20500, El Paso, TX 79998; phone: (915) 594-2600.

**Other contact person(s):** Shirley Caskey.

**Number of participants:** 35

**Disciplines involved:** Art, criminal justice, English, fashion, history, human services, mass communication, music, political science, psychology, reading, religion, secretarial science, sociology, speech.

**Description:** Developing course syllabi was the goal of the project in order to promote recognition of feminist scholarship and exploration of ways it could be integrated into the curriculum. Each semester, participating faculty attended weekly seminars designed to facilitate development of their syllabus to be implemented the following semester. Evaluative reports followed implementation. Additionally, a series of small conferences called "Woman to Woman" and a women's art exhibit in recognition of women's history month were developed to increase campus awareness of women.

**Funding:** $6,500. Source(s): The Ford Foundation.

**Outcome:** 35 - 40 courses were affected.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, Vol.3, *Community College Resources*. Tucson, AZ: Southwest Institute for Research on Women (SIROW), 1989. Western States Project on Women in the Curriculum, SIROW, University of Arizona, Tucson, AZ 85721-0040.

## The City

**Location:** Emmanuel College, Boston, MA

**Dates:** 1985 - present

**Project director(s):** Britta Fischer, Sociology, Member, Women's Studies Committee, Emmanuel College, Boston, MA 02115; phone: (617) 264-7617; fax: (617) 735-9877.

**Number of participants:** 2

**Disciplines involved:** History, sociology.

**Description:** This course, originally taught in 1986, did not begin as a course emphasizing women's issues, but has been revised into one over the years it has been taught. The course has a major emphasis on technology, specifically on civil engineering, as well as an international component. It is team-taught, with lectures and discussion; students produce projects and make team presentations; a great deal of visual material is used.

# Women in a Technological World

**Location:** Emmanuel College, Boston, MA

**Dates:** 1988 - present

**Project director(s):** Britta Fischer, Sociology, Member, Women's Studies Committee, Emmanuel College, Boston, MA 02115; phone: (617) 264-7617; fax: (617) 735-9877.

**Number of participants:** 5

**Disciplines involved:** Biology, mathematics, psychology, religious studies, sociology.

**Description:** The purpose of this project was to develop a new course in Women and Technology. A proposal submitted to the Council of Independent Colleges was approved and funded by the Monsanto Foundation. Participants met for two summers to develop the course through workshops and study groups. It is now part of a team-taught junior core requirement offered each semester in alternate years.

**Funding:** $10,000 for course development. Source(s): Monsanto Foundation.

**Outcome:** As part of the course, students display their projects in a day-long "Women and Technology Fair."

**Project publications:**

Contrucci, Joyce, and Britta Fischer. "Women in a Technological World: an Interdisciplinary Core Course at Emmanuel College in Boston." *The Bulletin of Science, Technology, and Society.* 10, 4 (1990): 191-196.

CMTI

## Curriculum Inclusion - Gender Issues

**Location:** Essex Community College, Baltimore County, MD

**Dates:** January 1994 - June 1994

**Project director(s):** Susan Pfeiffer-Wetzel, Social Science Division-Women's Studies Department, Essex Community College, 7201 Rossville Boulevard, Baltimore, MD 21237; phone: (410) 780-6469.; fax: (410) 686-9564.

**Number of participants:** 9 faculty representing 7 academic departments.

**Disciplines involved:** Dance, economics, education, English literature, history, physical education, science.

**Description:** Nine faculty representing seven academic departments met twice a month throughout the spring semester, 1994, with a culminating full day workshop at the close of the semester. During the semester, one consultant, Dr. Natalie Sokoloff, visited the seminar to share her work on women and crime. The Ford grant faculty also attended the two-day University of Delaware Women's Studies Conference. As a result of the project, the introductory courses in each of the seven departments were revised. Also, five new courses were developed: Women in the Economy; African-American Dance; Dance as an Artifact of Culture; Unity in Diversity (Honors course); the American Women history course; and Minority Women Writers. The nine faculty members in this project also became active supporters of the women's studies curriculum proposal which was formally approved by the College's academic council late in the semester. Additionally, faculty on the Ford grant who served on the General Education Committee initiated goals (which were supported by the College community) to study historical connections of religion, race, class, and gender and to appreciate diversity within American society and the world.

**Funding:** $28,000. Source(s): The Ford Foundation; Essex Community College.

**Outcome:** Nine courses were revised and three courses were created. In addition, the Ford grant contributed to the development of a core group of faculty representing multiple disciplines who were sensitive to the issues of gender and cultural diversity. This group of faculty actively supported the development of the women's studies curriculum which was concurrently under review during the Spring semester, and which received unanimous approval by the College. Moreover, faculty on the Ford grant who were on the General Education Committee gave strong support for academic requirements under revision to include a historical context of gender, race, and class as a general education goal. Results of the grant were presented in a panel presentation at a regional community college conference in November, 1994.

**Project publications:**

Three faculty members on the Ford grant project are published in the fall 1996, *Women Studies Quarterly* . This special issue concentrates on curriculum transformation of introductory courses in community colleges.

*Women Studies Quarterly* 24 (1996):

Cascio, Carole M. "Integrating Scholarship on Minority Women into Health, Physical Education, and Dance." 81-83.

Cascio, Carole M. "Miniority Women and the Dance Curriculum." 222-228.

Dorai, Lalitha. "Concepts of Physical Science." 163-164.

Min Lai, Chiu. "Changing Introduction to Microeconomics." 146-159.

Papadantonakis, Kotis. "Introduction to Microeconomics." 170-180.

Papantonakis, Kotis. "Selected Annotated Bibliography for Economists and Other Social Scientists." 233-238.

CMTI

# Feminist and Minority Theory

**Location:** Essex County College, Newark, NJ

**Dates:** 1994

**Project director(s):** Isa Tavares Maack, Humanities, Essex County College, 303 University Avenue, Newark, NJ 07102; phone: (201) 877-3000 x3383.

**Number of participants:** 12 faculty members.

**Disciplines involved:** Not available.

**Description:** This project provided twelve faculty members with intensive seminar and individual instruction in basic feminist and minority theory as applied to the curriculum, to pedagogy, and to the disciplines represented in the project. The four seminars were led by Barbara Omolade, Center for Worker Education, CUNY, who presented a balance between theory and application through the use of case studies. Faculty participants wrote intellectual autobiographies, identified their major concerns and issues, discussed readings, and revised their course syllabi. Dr. Omolade provided extensive commentary on each participant's syllabus. The project also encouraged participants to take a leadership role in the College's efforts to revise all general education courses to "reflect different perspectives emanating from a culturally diverse population." The results of the project were communicated to colleagues through a fall seminar for the Essex faculty.

**Funding:** $14,000. Source(s): The Ford Foundation.

**Project publications:**

Berry, David A. "World Civilization." *Women's Studies Quarterly* 24 (1996): 165-167.

Min-Lai, Chiu. "Changing Introductory College Mathematics." *Women's Studies Quarterly* 24 (1996): 146-149.

Wilson, Ned M. "A Note on Gender and Computer Literacy." *Women's Studies Quarterly* 24 (1996): 160-162.

WCP

# Washington Center/University of Washington Cultural Pluralism Project

**Location:** Under the auspices of the Washington Center for Undergraduate Education at The Evergreen State College, Olympia, WA, and the University of Washington, Seattle, WA; 44 institutions throughout the state participated.

**Dates:** December 1991 - December 1994

**Project director(s):** Johnnella E. Butler, American Ethnic Studies, University of Washington, Box 354380, Seattle, WA 98195; phone: (206) 543-4495; fax: (206) 616-4071; e-mail: jebutler@u.washington.edu.

Barbara Leigh Smith, Provost, Evergreen State College, Olympia, WA 98505; phone: (206) 866-6000 x6863; fax: (206) 866-6794.

Betty Schmitz, Director Curriculum Transformation, Office of Undergraduate Education, University of Washington, Box 353050, Seattle, WA 98195; phone: (206) 685-8276; fax: (206) 685-4083; e-mail: schmitz@u.washington.edu.

**Number of participants:** 350

**Disciplines involved:** Anthropology, biology, ethnic studies, geography, history, literature, nursing, philosophy, physics, political science, sociology, urban planning, women's studies.

**Description:** This project ran in three cycles, with different institutions beginning the process in 1992, 1993, and 1994. Cycle I included Bellevue Community College, Edmonds Community College, North Seattle Community College, Seattle University, Skagit Valley College, Tacoma Community College, The Evergreen State College, University of Washington, and Yakima Valley Community College; Cycle II included Big Bend Community College, Centralia College, Green River Community College, Seattle Central Community College, Shoreline Community College, South Puget Sound Community College, The Evergreen State College, University of Washington, University of Washington-Bothell, University of Washington-Tacoma; and Cycle III, Antioch University-Seattle, Central Washington University, Heritage College, Lower Columbia College, Olympic College, Spokane Falls Community College, University of Washington, Washington State University, Western Washington University, and Whitworth College.

Each participating campus was involved in a three-step process: planning and assessment of needs in the first year; an intensive summer institute; and, extending the work to others on campus in the second year. The first phase of the process was the selection of project planning teams and participants. A significant emphasis was placed on selecting people who were likely both to bring about curricular change and to strengthen ties between academic affairs and student affairs. The planning teams then met with a facilitator from another campus, who was chosen by the project co-director on the basis of his or her experience in curriculum change. Each facilitator was assigned a campus planning team and worked with that team throughout the project. These teams assessed the previous work on diversity initiatives on their respective campuses, defined general goals for the infusion of cultural pluralism into the undergraduate curriculum, and selected a team of seven people to attend the summer institute. The summer institute teams consisted of five faculty members, a senior academic administrator, and a professional staff member in multicultural student affairs.

The summer Institute on Cultural Pluralism was the core activity of the project, bringing together the Cultural Pluralism Project staff, the institutional teams, their facilitators, and a core group of nationally prominent scholars. The Institute focused on an intense study of the history, literature, and experiences of American ethnic groups of color and of European Americans. Serving as core teaching faculty for the Institute were two scholars each from the areas of American Indian studies, Asian American studies, African American studies, and Chicano-a/Latino-a studies; one scholar was from the humanities and one from social sciences. Scholars with expertise in the Euro-American experience as it intersects with the racial/ethnic American experience and scholars proficient in the use of ethnic autobiography as a pedagogical tool also participated as teaching faculty, as did local faculty in the sciences and other areas not covered by the core faculty. Comparative and interdisciplinary approaches as well as ethno-specific approaches to the content were emphasized. Sessions were held on curriculum transformation, syllabus design, administrative and institutional development, and pedagogy. Each participant team met during the Institute to formulate a plan specific to individual campuses for the dissemination of what participants had learned and to strategize ways to encourage curricular and institutional transformation.

During the year following the Institute, participating institutions applied for seed grants to hold mini-conferences, faculty workshops, and student workshops on their campuses. During the first two cycles, the Washington Center reconvened the Institute teams for a one-day winter workshop on course revision and for a two-day spring reunion at which they shared progress and problems and made new commitments for further work.

Throughout the planning year and the follow-up years, Washington Center staff were in touch with the Institute teams. Formal Washington Center newsletters reported state-wide on the project. Informal news updates, called *Gleanings*, were sent to project planning teams and summer institute teams. Project staff visited the campuses. At the project's conclusion in January 1994, the Washington Center hosted a statewide conference to report on the project and feature model work from the participating campuses; over 600 people representing every college in Washington attended.

**Funding:** $793,000 over 3 years. Source(s): The Ford Foundation; Boeing Company; Security Pacific Bank; matching and in-kind funds from 27 participating colleges and universities (1992-1995).

**Outcome:** 200 courses were either revised or newly developed. In addition, communication and planning were established between academic affairs and student affairs and between two-year and four-year institution faculty.

**Project publications:**

*Diversity and Learning.* Newsletter of the University of Washington Curriculum Transformation Project. Spring, 1996.

"Reflections on the Washington Center/University of Washington Cultural Pluralism Project." *Washington Center News* (Spring 1995).

Schmitz, Betty A. "Cultural Pluralism in the Academy." *Washington Center News* (Fall 1992): 1-7.

Smith, Barbara L. "Cultural Pluralism in Washington State—Work in Progress." *Washington Center News* (Fall 1993).

Washington Center/University of Washington Cultural Pluralism Project. *Final Report to the Ford Foundation, 1992-1995—Volume I: Project Summary and Evaluation.* The Washington Center, 1995.

WSP

## Fairhaven College Faculty Development and Curriculum Integration Project

**Location:** Fairhaven College, Western Washington University, Bellingham, WA

**Dates:** Fall 1985 - Spring 1986

**Project director(s):** Kathryn Anderson, Women's Studies Program, Miller Hall 177, Western Washington University, Bellingham, WA 98225-9119; phone: (360) 650-4910.

**Number of participants:** 16

**Disciplines involved:** American studies, anthropology, art, biology, economics, English composition, English literature, history, law, music, philosophy, psychology, science, speech communication, theater, women's studies.

**Description:** Fairhaven College is an interdisciplinary cluster college of Western Washington University. This project involved the whole college and its core classes and has had ripple effects for the past ten years. Nona Glazer acted as a consultant at a two-day faculty retreat. Eight monthly seminars followed, featuring speakers both from within and from outside the faculty. Participants read assigned readings and attended the seminars. Two faculty members attended a conference on women in science; several faculty members benefitted from book awards. All courses in the curriculum were monitored and change was encouraged; specific core classes were redesigned by the instructors who taught them.

**Funding:** $6,000. Source(s): The Ford Foundation (Western States Project on Women in the Curriculum); Fairhaven College Foundation.

**Outcome:** 6 courses were revised, and the project had an impact on the entire curriculum.

**Project publications:**

Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Tucson, AZ: Southwest Institute for Research on Women (SIROW), 1986. Western States Project on Women in the Curriculum, SIROW, University of Arizona, Tucson, AZ 85721-0040.

# Gender, Race, Ethnicity, and Class: Consideration for the Core Curriculum

**Location:** Felician College, Lodi, NJ

**Dates:** 1988 - 1989

**Project director(s):** Mary Lou Yam, Nursing Department, Kennedy Boulevard, St. Peters College, Jersey City, NJ 07306-5944; phone: (201) 915-9412; fax: (201)915-9062

**Other contact person(s):** Maria Vecchio, History, Felician College, 262 South Main Street, Lodi, NJ 07644; phone: (201) 778-1190, x6017.

Sherida Yoder, English, Felician College, 260 South Main Street, Lodi NJ, 07644; phone: (201) 778-1190 x6110.

Marytha Smith-Allen, Art, Felician College, 262 South Main Street, Lodi, NJ 07644; phone: (201) 778-1190 x6046.

**Number of participants:** 30 faculty; 3 consultants.

**Disciplines involved:** Art, English, history, music, nursing, political science, sociology.

**Description:** Faculty members worked with three consultants on revising five core courses of the College. Through faculty workshops and lecture series, faculty worked with the consultants on preparing course outlines, curriculum guides, syllabi, and bibliographies. Eventually, the topics of gender, race, ethnicity, and class are expected to be included in all courses across the curriculum.

**Funding:** $20,000. Source(s): The New Jersey State Department of Higher Education.

**Outcome:** 5 courses were revised.

**Project Publications:**

"Curriculum Transformation" booklet (available through Mary Lou Yam, St. Peters College).

Smith, Carol, Ferris Olin, and Wendy Kolmar. *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1990.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

WSAIS

## Curricular Crossings in Women's Studies: Women's Health and Welfare in a Global Perspective

**Location:** Five College Consortium (Five College Women's Studies Research Center, Amherst College, Hampshire College, Mount Holyoke College, Smith College, and The University of Massachusetts), Amherst and Northhampton, MA

**Dates:** 1995 - 1998

**Project director:** Margaret Hunt, History, Amherst College, 86 College Street, Amherst, MA 01002; phone: (413) 253-5652; fax: (413) 542-2727; e-mail: mrhunt@unix.amherst.edu

**Number of participants:** Yet to be determined.

**Disciplines involved:** Women's studies and area studies from the Five Colleges.

**Description:** The project will bring together visiting international scholars with women's studies and selected area studies faculty from the Five Colleges in year-long seminars to focus on women's health and welfare. Each of the three years will involve a different geographic region: Africa (1995-1996), Latin America (1996-1997), and the Near East and South Asia (1997-1998). Each year seminar participants will take part in a larger symposium hosted by the Five College Women's Studies Research Center. This symposium will include faculty from the Five Colleges and elsewhere as well as local activists. Participants will be encouraged to develop new courses and syllabi, the best of which will be published in a publication, *Curricular Crossings*, to be distributed throughout the Five Colleges.

**Funding:** $170,000. Source(s): The Ford Foundation.

**Outcome:** Yet to be determined.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, and Melaine Velez. *Women's Studies, Area & International Studies Curriculum Integration Project*. New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, New York 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

MMWS

# Integrating U.S. Minority Women into the Undergraduate Liberal Arts Curriculum

**Location:** George Washington University, Washington, D.C.

**Dates:** 1989 - 1992

**Project director(s):** Phyllis Palmer, Women's Studies Program, George Washington University, 217 Funger Hall, 2201 G Street, NW, Washington, DC 20052; phone: (202) 994-6942.

**Number of participants:** 32

**Disciplines involved:** American studies, anthropology, biology, business, economics, English, French, history, political science, psychology, religion, sociology, Spanish, theatre, women's studies.

**Description:** Two-week faculty seminars were held to which faculty were asked to bring a syllabus for a particular course. They explained the design, critiqued it, and came up with a new design to include women of color and other groups. The emphasis was on African-Americans, Hispanics, Asians, and American Indians; depending on the discipline of the faculty member, for example, Middle Eastern Politics, there was sometimes an international dimension as well. Seminars took up 9 hours a week; there were shared readings and discussions on how to redesign the course.

**Funding:** $55,000 over 3 years. Source(s): The Ford Foundation.

**Outcome:** At least 20 courses were affected.

NJP

# Revisioning Literature and the Curriculum

**Location:** Georgian Court College, Lakewood, NJ

**Dates:** 1988 - 1992

**Project director(s):** Gail Holian, English, Georgian Court College, 900 Lakewood Avenue, Lakewood, NJ 08701-2697; phone: (908) 364-2200 x362.

**Number of participants:** 6

**Disciplines involved:** American studies, communication studies, English, education, psychology, and women's studies.

**Description:** There were four one-day workshops, ongoing departmental meetings throughout the project, and outside workshops sponsored by national associations in the various disciplines. The curriculum was evaluated to identify areas needing revisions to include works by women. Faculty members were responsible for producing revised syllabi with current bibliography and more relevant texts and collateral material. Faculty began to teach new material at their own pace.

**Funding:** Approximately $3,000 over 4 years. Source(s): departmental funding, as needed; funds for workshops from Dean of Academic Affairs.

**Outcome:** All courses in the participating disciplines were affected.

**Project publications:**

Holian, Gail. "Integrating the New Feminist Scholarship into the Survey Course in English Romanticism," in Colette Hall, ed. *Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class.* Selected Proceedings from a Regional Conference [at] Ursinus College. *Ephemera* (Belles Lettres) 1, 1 (1989): 20-24.

WSP

# Faculty Workshop for Integration of Study of Women into Curriculum

**Location:** Gonzaga University, Spokane, WA

**Dates:** February 2, 1984; April 5, 1984

**Project director(s):** Eloise A. Buker, Women's Studies, and Political Science, Denison University, Granville, Ohio 43023; phone: (614) 587-6536.

**Other contact person(s):** Jane A. Rinehart, Sociology and Women's Studies, Gonzaga University, Spokane, WA 99258; phone: (509) 328-4220, x3395.

**Number of participants:** 151 faculty.

**Disciplines involved:** Interdisciplinary; all faculty invited to attend workshop.

**Description:** Gonzaga University had no women's studies program and therefore no way to systematically integrate new research on women into the curriculum. This project worked to make women's studies a legitimate academic pursuit in the eyes of faculty and to raise awareness of the growing body of academic literature concerning women. Project participants accomplished this by holding a full-day workshop to which all faculty were invited. Guest speaker, Professor Jean Bethke Elshtain, presented material on feminist analysis and strategies for integrating new research on women into the classroom; Gonzaga faculty gave presentations and participated in discussions. The hand-out "Workshop Words" was created to familiarize the faculty with feminist issues, vocabulary, and texts and to dispel any misrepresentations of feminism caused by the popular media. A half-day, follow-up session was held to evaluate the introduction of new feminist research into the University's classrooms. Gonzaga faculty presented on the application of feminist scholarship to their disciplines.

**Funding:** $ 2,550. Source(s): The Ford Foundation; Gonzaga University.

**Outcome:** Since the goal of the project was to increase awareness of feminist research, the results in actual courses are difficult to measure. Several faculty added feminist texts and components to their courses, and three new feminist studies courses were added to the curriculum. The Women's Integration Committee grew in number and diversity and became a permanent part of Gonzaga University. WIC began working on establishing a women's studies program on the campus. The program was established in 1991.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Southwest Institute for Research on Women (SIROW), 1986. Western States Project on Women in the Curriculum, SIROW, University of Arizona, Tucson, AZ 85721-0040.

## Empowering Faculty to Foster Intercultural Learning

**Location:** Great Lakes Colleges Association, Ann Arbor, MI

**Dates:** 1993 - 1996

**Project director(s):** Jeanine L. Elliott, now at Washington Center, Director, Evergreen State College, Olympia, WA 98505; phone: (360) 866-6000 x6611.

**Number of participants:** About 400 faculty expected to participate.

**Disciplines involved:** All liberal arts disciplines (humanities, science, social sciences).

**Description:** Summer teaching workshops were redesigned to be inclusive of multicultural and gender perspectives. Thirty faculty in each of three summers redesigned their courses. Some faculty from the summer workshops were invited to develop similar mini-workshops which were held on their own campuses over a three year period. This cycle was repeated each year and faculty participation increased with each year.

**Funding:** $440,000. Source(s): The Ford Foundation; member colleges of the consortium.

**Outcome:** 400 courses were affected.

## Curriculum Development Project

**Location:** Greenfield Community College, Greenfield, MA

**Dates:** June 1983 - Fall 1985

**Project director(s):** Anne M. Wiley, Behavioral Sciences, Greenfield Community College, 1 College Drive, Greenfield, MA 01301; phone: (413) 774-3131 x347; fax: (413) 773-5129; e-mail: wiley@cms1.gcc.mass.edu.

**Number of participants:** Approximately 75 per workshop.

**Disciplines involved:** Early childhood education, English, literature, psychology.

**Description:** A survey was sent to all faculty to discover the extent to which their present courses include women's scholarship and to find out what information they needed to redesign the courses. Based on the results of the survey, a series of four professional development workshops was designed. The first workshop was an overview of curriculum transformation. The second dealt with exploring women's scholarship and gender issues in the humanities. The third focused on women's scholarship and gender in the social sciences. Finally, the fourth workshop dealt with the classroom climate and pedagogical issues.

**Funding:** $3,500 over 1½ years. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE); Greenfield Community College Foundation.

**Outcome:** 3 courses were directly affected in psychology, literature, and early childhood education.

**Project publications:**

Project description included in:

Spanier, Bonnie, Alexander Bloom, and Darlene Boroviak, eds. *Toward a Balanced Curriculum: A Sourcebook of Initiating Gender Integration Projects.* Cambridge, MA: Schenkman Publishing Company, 1984.

CMTI

# The Inclusive Curriculum

**Location:** Greenfield Community College, Greenfield, MA

**Dates:** November 1993 - June 1994

**Project director(s):** Anne M. Wiley, Behavioral Sciences, Greenfield Community College, 1 College Drive, Greenfield, MA 01301; phone: (413)774-3131 x347; fax: (413) 773-5129; e-mail: wiley@cms1.gcc.mass.edu.

**Number of participants:** Approximately 35 at each of 3 workshops and 100 at each of 3 public presentations.

**Disciplines involved:** Education, history, human development, human ecology, psychology, science.

**Description:** Three approaches were used, each having a different focus. The development of the women's studies liberal arts option was facilitated through a faculty stipend for new course development. The revision of current curriculum courses was facilitated through a series of inservice professional development workshops and informal luncheons. To increase public awareness of women's studies, presentations for students and the community were given, including: "Meet Eleanor Roosevelt," a one-woman, theatrical show with historical content; "Eating Our Hearts Out," readings from author Leslea Newman's book; and "Mothers, Maids, Daughters and Healers," a depiction of contemporary women's lives presented by a four-woman, multicultural theater troupe.

**Funding:** $11,000. Source(s): The Ford Foundation; Greenfield Community College Foundation.

**Outcome:** 5 new courses were developed and are being offered on a rotational basis: Psychology of Oppression, Gender Issues in Human Ecology, Women in Education, Women in American History, and Women in Science & Technology.

**Project publications:**

Wiley, Anne M. "Identity and Diversity: An Exploratory Assignment." *Women Studies Quarterly* 24 (1996): 55-68.

## Projects of the Women's Studies Program

**Location:** Guilford College, Greensboro, NC

**Dates:** 1973 - present

**Project director(s):** Carol Stoneburner, Women's Studies, Guilford College, 5800 West Friendly Avenue, Greensboro, NC 27410; phone: (929) 316-2180.

**Number of participants:** 54

**Disciplines involved:** All disciplines, more in liberal arts, less in sciences.

**Description:** For the last 20 years, the Women's Studies Program has focused on curriculum transformation, and endeavors to accomplish it in three ways: (1) by providing faculty with resources they can use in teaching; (2) by getting faculty to teach women's studies courses so that it becomes normative; (3) by increasing the number of women's studies courses across the disciplines as well as within the discipline. The college has sponsored workshops, conferences, study groups, and speakers, funded by individual and federal grants.

**Funding:** $10,000 over 23 years. Source(s): Guilford College Project; North Carolina Committee on the Humanities; Duke-Chapel Hill Women's Resources Center.

**Outcome:** Approximately 10 courses have been affected each year for 20 years, based on a model where courses change and evolve incrementally as well as abruptly.

**Project publications:**

Special issue: The Study of Women in the Liberal Arts Curriculum. *The Forum for Liberal Education* 4, 1 (October 1981).

## Women in Development

**Location**: Hamline University, St. Paul, MN

**Dates:** 1977 - present

**Project director(s):** Susan Hill Gross, Upper Midwest Women's History Center, c/o Hamline University, 1536 Hewitt Avenue, St. Paul, MN 55104-1284; phone: (612) 644-1727; fax: (612) 926-2958.

Mary Hill Rojas, Recluse, WY 82725; phone: (307) 736-2255.

**Number of Participants**: There have been many different configurations over the years. Currently, there are 6 participants.

**Disciplines involved**: Anthropology, education, sociology, world history.

**Description:** Instructional materials for secondary and college level audiences with an international and multi-cultural focus on women were developed by Susan Hill Gross and Mary Hill Rojas. They include instructor's manuals, handout packets, and audiovisual materials. There is also a one-day workshop kit which includes materials for introducing the importance of considering gender in the discussion of world issues, particularly as they relate to women in the third world. Material or a cross-cultural curriculum unity on the perspectives of third world women are also available for grades 8-12.

**Funding:** Not available. Source(s): Eighty percent of the funding was provided by federal grants and contracts; the remainder came from foundation grants and proceeds from the sale of materials.

**Outcome**: Five instructional units and a one-day workshop kit were produced.

**Project publications**:

Women in Development materials are available from the Upper Midwest Women's History Center, c/o Hamline University, 1536 Hewitt Avenue, St. Paul, MN 55104-1284; phone: (612) 644-1727; fax: (612) 926-2958.

## Women in World Area Studies (WWAS)

**Location:** Hamline University, St. Paul, MN

**Dates:** 1977- present

**Project Director(s)**: Susan Hill Gross, Upper Midwest Women's History Center, c/o Hamline University, 1536 Hewitt Avenue, St. Paul, MN 55104-1284; phone: (612) 644-1727; fax: (612) 926-2958.

Marjorie Wall Bingham, 5732 Lake Rose Drive, Minnetonka, MN 55343.

**Number of Participants**: There have been many different configurations over the years. Currently, there are six participants.

**Disciplines involved**: American studies, anthropology, education, world history.

**Description**: Thirteen books with readings, group exercises, and photographs were written to introduce students to the history of women in eight cultural areas. The material emphasizes women in their varying roles and the complexity of women's history. Passages from women's personal diaries, letters, literature, and travel accounts are included in the materials. The books, slides, films, videos, and instructor's manuals are meant for class group work and include inductive exercises, bibliographies, readings, and glossaries.

**Funding:** Eighty percent of the funding was provided by federal grants and contracts; the remainder came from foundation grants and proceeds from product sales.

**Outcome**: Approximately 100,000 books and videos have been distributed to date.

**Project publications**:

A complete list of the WWAS series of books and related materials is available by contacting the Upper Midwest Women's History Center, c/o Hamline University, 1536 Hewitt Avenue, St. Paul, MN 55104-1284. Phone: (612) 644-1727; fax: (612) 926-2958. There is also a list on the Web at http://www.hamline.edu/depts/gradprog/whc.html/.

## Women's Studies in Religion Program

**Location:** Harvard Divinity School, Cambridge, MA

**Dates:** 1973 - present

**Project director(s):** Constance H. Buchanan, Women's Studies, Harvard Divinity School, 45 Francis Avenue, Andover Hall, Cambridge, MA 02138; phone: (617) 495-5705.

**Number of participants:** 42 regular Harvard faculty; over 80 visiting scholars.

**Disciplines involved:** Ethics, Hebrew Bible, history of Christianity, New Testament, psychology and sociology of religion, theology, world religions.

**Description:** Five research associates and visiting lecturers are appointed each year to the Program. Associates are scholars who devote the majority of their full-time appointments to individual research projects in preparation for publication. Each Associate teaches a semester course related to his or her field of research. Altogether, over 80 new courses in women's studies and religion have been created and taught by the associates and lecturers at the Harvard Divinity School as part of a two-prong effort to transform the study of religion by integrating the study of women and religion into the graduate curriculum. Established by Harvard Divinity School, the program serves as an international center for research in women's studies in religion. The program is the only major center at the national level for interdisciplinary research and teaching on religion.

**Funding:** $2 million over 23 years. Source(s): The Ford Foundation; The Rockefeller Foundation; Lilly Endowment.

**Outcome:** Over 80 courses have been affected.

**Project publications:**

*Women's Studies in Religion Selected Bibliography.* Cambridge, MA: Harvard University Press, 1992.

*Women's Studies in Religion Program Selected Publications in Book Form of Research Conducted by Recent Research Associates,* 1992 (publication information unavailable).

WSP

## Women as Resources

**Location:** Heritage College, Toppenish Campus, Toppenish, WA

**Dates:** September 1984 - June 1985

**Project director(s):** Mary C. James, Director, Academic Skills Center, Route 3 Box 3540, Toppenish, WA 98948; phone: (509) 865-2244; fax: (509) 865-4144; e-mail: james_m@heritage.edu.

**Number of participants:** 8 faculty members.

**Disciplines involved:** Business, education, health science, interdisciplinary studies, mathematics, pre-majors.

**Description:** In 1984 the Heritage Toppenish campus, located on the Yakima Indian reservation, consisted of 73% women; 23% Yakima Indian, 32% Mexican-American. The majority of women students were raised in a traditional cultural setting where they were not expected to obtain higher education and were expected to work traditional jobs and maintain traditional female roles. Because these women were breaking their cultural traditions, many were not receiving support from their families or communities and were instead experiencing negative reactions to their schooling. This project aimed to integrate women into the curriculum and set up a support system for female students. The project had three components: (1) a two-day workshop to make faculty aware of new feminist scholarship; (2) revision of some general college requirement courses; and (3) acquisition of new library materials. Consultants provided training and resource information for the department chairs and faculty, identified courses that needed revisions, and recommended reading lists. A library acquisition committee was formed to research, recommend, and purchase women's studies materials for the library. The resource coordinator worked with instructors to revise their courses to appropriately include women as well as the culture and perspective of ethnic women. A resource network for women was created by forming a mentor/role-model network in which professional women from local communities met with students interested in their fields. Also, community resources for women were identified, such as battered women's shelters, and supportive health, legal, and mental health professionals.

**Funding:** $3,850. Source(s): The Ford Foundation; Heritage College.

**Outcome:** 10 courses were revised; library acquisitions were increased substantially.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

SEED

# Howard County Maryland, National SEED Project on Inclusive Curriculum

**Location:** Howard County Public School System, MD

**Dates:** Sept 1988 - June 1993

**Project director(s):** Sara Parrott, Howard County Public Schools, 9440 Route 99, Ellicott City, MD 21042; phone: (410) 313-2887.

**Number of participants:** 150 faculty members.

**Disciplines involved:** Arts, home economics, languages, math, psychology, science, and social studies. Some administrators were also involved.

**Description:** The project consisted of monthly discussion meetings, periodic workshops through the Staff Development Office, panel presentations at-large, curriculum meetings, and individual consulting which was thematically organized by such topics as testing in schools, issues of violence, sexual harassment, language use, voice and mentoring, teaching styles, and teaching behaviors.

**Funding:** $2,000. Source(s): Howard County School System; Wellesley College Center for Research on Women.

**Project publications:**

*Uncommon Threads*, Vol 2.1, January, 1993. Newsletter of the Mid-Atlantic Women's Studies Association.

# Restoring Women to History: Women in Africa, Asia, Latin America and the Caribbean, and the Middle East

**Location:** University of Illinois at Chicago, Chicago, IL

**Dates:** 1986 - 1988

**Project director(s):** Margaret Strobel, Women's Studies, University of Illinois at Chicago, 1022 BSB, 1007 West Harrison, Chicago, IL 60607-7137; phone: (312) 413-7629; fax: (312) 996-9484; e-mail: Margaret.A.Strobel@uic.edu.

Cheryl Johnson-Odim, History, Loyola University, 6525 North Sheridan, Chicago, IL 60626; phone: (312) 508-2221; fax (312) 508-2292; e-mail: cjohns1@orion.it.luc.edu.

**Other contact person(s):** Arnita Jones, Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199; phone: (812) 855-7311.

Joan Hoff, History, Indiana University, Bloomington, IN 47405; phone: (812) 855-1320.

**Number of participants:** 27

**Disciplines involved:** African studies, Asian studies, history, Latin American studies, Middle East studies, women's studies.

**Description:** The purpose of the project was to produce essays on women in history that would be useful for teachers of world history, women's history, or the history of Africa, Asia, Latin America and the Caribbean, and the Middle East. The project co-directors selected eight authors (two each from each geographic region) to write essays for each of the four sections. The co-directors wrote the introduction. Participants met at the beginning and end of the project to plan the manuscript. Each section was sent to one of eight reviewers prior to publication. The Organization of American Historians physically produced and distributed the documents. Review copies were sent to appropriate journals. The resulting five hundred page document was used in panel discussions on issues of women's history at the American Historical Association, the Latin American Studies Association, the Middle East Studies Association, the African Studies Association, and the Association for Asian Studies. Five hundred dollars in seed money was given to eight sites where local faculty used and disseminated information and materials.

**Funding:** $98,116 over 2 years. Source(s): The National Endowment for the Humanities pilot grant; U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE).

**Project publications:**

*Restoring Women to History, V. 3: Women in Africa, Asia, Latin America and the Caribbean, and the Middle East.* Available from the Organization of American Historians, 112 North Bryan Street, Bloomington, IN 47408-4199. It is currently being revised and republished by Indiana University Press.

## Mainstreaming

**Location:** Indiana University, Bloomington, IN

**Dates:** May 1982 - January 1984

**Project director(s):** Jean Robinson, Political Science, Indiana University, Bloomington, IN 47405; phone: (812)-855-7230; fax: (812) 855-2027; e-mail: robinso@ucs.indiana.edu.

**Number of participants:** 20

**Disciplines involved:** Anthropology, economics, history, political science, psychology, sociology, women's studies.

**Description:** Four day-long meetings were held for faculty participants during the summer of 1982. The project worked to revise introductory courses by pairing women's studies faculty with faculty teaching introductory courses to revise courses and develop new approaches. Classroom materials and bibliographies were created and syllabi revised.

**Funding:** $126,000. Source(s): The National Endowment for the Humanities (NEH); Indiana University.

**Outcome:** 7 courses were revised and 4 - 5 courses were created.

# Integrating Material About Women into the Humanities Curriculum

**Location:** Kansas State University, Manhattan, KS

**Dates:** Summer 1983

**Project director(s):** Sandra Coyner, Women's Studies Program, Eisenhower Hall, Kansas State University, Manhattan, KS 66506; phone: (913) 532-5738.

**Number of participants:** 20

**Disciplines involved:** English, history, philosophy, psychology, sociology.

**Description:** This was a week-long residential summer seminar for faculty. The project goal was to integrate new scholarship on women into humanities courses. Applicants were selected competitively from across the state. Participants received a stipend and expence reimbursement, which were provided as part of the grant. Day-long classes included speakers from Kansas State University and the University of Kansas, and discussion.

**Funding:** $22,411. Source(s): Kansas Committee for the Humanities; matching funds from Kansas State University.

**Outcome:** 20 courses were affected.

## The Mainstreaming Project

**Location:** Kansas State University, Manhattan, KS

**Dates:** 1983 - 1985

**Project director(s):** Sandra Coyner, Women's Studies Program, Eisenhower Hall, Kansas State University, Manhattan, KS 66506; phone: (913) 532-5738.

**Number of participants:** 50

**Disciplines involved:** Education, family studies, history, psychology, sociology.

**Description:** The program focus at Kansas State was and continues to be simply to provide general support for as many projects as possible, based in individual departments and designed and implemented by faculty in those departments. Departments held on-campus meetings, continuing study groups, and off-campus meetings. The History Department sent members to a regional conference that was part of the OAH (Organization of American Historians) project on new curriculum materials, and purchased OAH materials for some faculty. The Psychology and Sociology Departments held faculty seminars; Sociology subsequently sought a Western States/SIROW grant. Curriculum and Instruction held faculty seminars, and later won a WEEA grant. Family Studies sent one faculty member to a conference related to feminist therapy. General meetings of all participants in which basic issues were discussed facilitated and assisted the process. An on-going emphasis of the program has been the purchase of scholarly materials, films, and teaching aids to help faculty gender-balance their courses.

**Funding:** $10,000 over 2 years. Source(s): Office of the Provost, Kansas State University.

**Outcome:** Introductory courses in history and sociology were significantly affected. Also, an important result was that by 1985 Women's Studies had the first operating budget ever given to an interdisciplinary program at Kansas State; the initial grant became permanent.

WSP

# Integrating the New Scholarship on Women into Introduction to Sociology and Social Work Courses

**Location:** Kansas State University, Manhattan, KS

**Dates:** 1984 - 1986

**Project director(s):** Henry Camp, Undergraduate Coordinator, Sociology, Anthropology and Social Work, Kansas State University, Manhattan, KS 66506; phone: (913) 532-6285.

Cornelia Flora, Sociology, Virginia Polytechnic Institute and State University, Blacksburg, VA; 24061-0202; phone: (540) 231-6267.

**Disciplines involved:** Sociology.

**Description:** The project set up a series of on-going seminars with sociology faculty and graduate students teaching Introductory Sociology and Social Problems to present the new scholarship on women, discuss it, and determine what resources--readings, overheads, films, and so on--would be most useful in aiding the integration of the scholarship into lectures and class discussions. A research associate was hired with grant money in order to respond to faculty requests. Materials were compiled, made available in a central location, and used; their utility was then discussed. Selected faculty representing the department and the project were supported to attend conferences on mainstreaming the new scholarship on women.

**Funding:** $7,000 over 2 years. Source(s): The Ford Foundation; Kansas State University Women's Studies; Kansas State Department of Sociology, Anthropology, and Social Work.

**Outcome:** The results, as evaluated, were an increased use of up-to-date statistics in such areas as women's labor force participation and gender stratification.

CMTI

# Race and Gender: Linking Theory and Practice

**Location:** LaGuardia Community College, Long Island, NY

**Dates:** 1994

**Project director(s):** Joan Greenbaum, Computer Information Systems, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, NY 11101; phone: (718) 349-4048.

Paula Nesoff, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, NY 11101.

**Number of participants:** 13 faculty.

**Disciplines involved:** 10 disciplines.

**Description:** The core of the project was a series of five, two-hour workshop sessions that focused on linking theoretical material with classroom praxis on the following topics: Racism and Sexism; Gender, Science, and Math; Race, Class, and Welfare; Gender, Ethnicity, and Psychology; and Deconstructing Patriarchy. The workshops met every two weeks and required extensive preparatory reading. The project was introduced by a day-long opening session that consisted of morning presentations by Barbara Omolade, Alice Miller, and Liza Fiol-Matta and afternoon exercises designed to encourage participants to reflect on themselves as teachers and learners, emphasizing their own experiences of inclusion and exclusion. The project was concluded by a day-long closing session devoted to evaluating the project and developing future activities. The results of the project were reported in the beginning of the fall semester with a workshop on gender and the curriculum and each participant volunteered to teach another faculty member in her or his discipline as part of an "each-one-teach-one" approach.

In addition to course revisions, this project was particularly interested in going beyond syllabus changes to build an effective campus and system network on issues of gender and race. Their activities included: monitoring library and video holdings, organizing a network to support gender perspectives in the curriculum, coordinating a film/video series on women, and forging links with the community, particularly on housing, child care, and public assistance--all issues that deeply affect the lives of women and men students.

**Funding:** $10,000. Source(s): The Ford Foundation.

WSP

## Faculty Development Seminar on Women's Studies

**Location:** Lewis and Clark College, Portland, OR

**Dates:** Summer 1981

**Project director(s):** Susan Kirschner, English Department, Lewis and Clark College, Portland, OR 97219; phone: (503)768-7353.

David Savage, History Department, Lewis and Clark College, Portland, OR 97219; phone: (503) 768-7355.

**Number of participants:** 4 visiting scholars; 2 project directors; approximately 17 faculty members; 1 librarian.

**Disciplines involved:** Anthropology, communication, English, foreign language, history, music, philosophy, political science, psychology, religious studies, sociology, theater.

**Description:** The Faculty Development Seminar on Women's Studies met daily for four weeks during the summer of 1981. Funding for the seminar was used to provide stipends for the visiting scholars and faculty participants, to provide all books and materials for the faculty participants, and to pay for accomodations for the visiting scholars. Four visiting scholars helped faculty members develop their core curriculum syllabi, gave lectures, and led discussions. Participants studied with each visiting scholar for one week. Studies focused on scholarship by and about women in the areas of history, psychology, anthropology, and literature.

**Funding:** Not available. Source(s): Funded through Core Curriculum grant from the National Endowment for the Humanities.

**Outcome:** Over 17 courses in the core curriculum were affected.

**Project publications:**

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

WSP

## Western States Project on Women in the Curriculum: Math and Sciences

**Location:** Lewis and Clark College, Portland, OR

**Dates:** 1984 - 1985

**Project director(s):** Jean M. Ward, Communication, Gender Studies, Lewis and Clark College, Portland, OR 97219; phone: (503) 768-7613; e-mail: jean@lclark.edu

**Number of participants:** About 56.

**Disciplines involved:** The project focused on the natural and mathematical sciences.

**Description:** A seminar focused on biology, chemistry, computer science, physics, and the mathematical sciences. The goal of the seminar was to develop an awareness of the needs of women in the natural and mathematical sciences and to facilitate the development of curricula and programs that would support women with interests in natural and mathematical science. Visiting scholars presented during the annual Gender Studies Symposium and met with faculty and students in planning and discussion sessions which examined ways to integrate scholarship by, about, and for women into the curriculum of mathematics and the natural sciences.

**Funding:** $3,000. Source(s): The Ford Foundation (through the Western States Project on Women in the Curriculum).

**Outcome:** Courses in biology, chemistry, and physics were revised; most heavily in physics.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

# QUILL IV

**Location:** Lewis and Clark College, Portland, OR

**Dates:** 1987 - 1988

**Project director(s):** Jean M. Ward, Communication, Gender Studies, Lewis and Clark College, Portland, OR 97219; phone: (503) 768-7613; e-mail: jean@lclark.edu.

Jane Atkinson, Dean of the College, Lewis and Clark College, Portland, OR 97219.

**Other contact person(s):** Betty Schmitz, University of Washington, GN-80 American Ethnic Studies, Seattle, WA 98195.

**Number of participants:** 10 Lewis and Clark faculty.

**Disciplines involved:** Arts, humanities, social sciences.

**Description:** Faculty members who wished to revise a course or to add a new course to the curriculum applied for stipends. Selected faculty members collected, analyzed, and developed materials which focus on women's international and multicultural issues. They presented the results of their work the following year at Lewis & Clark's 1988 Gender Studies Symposium.

**Funding:** $5,000. Source(s): Quill IV Grant, Association of American Colleges and Universities.

**Outcome:** Revised and new syllabi; addition of materials to the Lewis and Clark Library collection; dissemination of results to faculty at other schools.

**Project publications:**

The project results are described in:

Musil, Caryn McTighe (ed.), *The Courage to Question: Women's Studies and Student Learning,* available through the Publications Desk, Association of American Colleges, 1818 R Street, NW, Washington, DC, 20009; phone: (202) 387-3760. Also available from the National Women's Studies Association, 7100 Baltimore Avenue, College Park, MD 20742; phone: (301) 403-0525.

CMTI

## Curriculum Integration Project: Mainstreaming Women's Studies

**Location:** Los Angeles Community College District, Los Angeles, CA (Los Angeles City, Los Angeles Pierce, and West Los Angeles)

**Dates:** January 1994 - July 1994

**Project director(s):** Joan Clemons, Visiting Professor, Graduate School of Education and Information Studies, UCLA, Los Angeles, CA 90095; phone: (310) 825-7053; fax: (310) 206-4743; e-mail: clemons@GSE.UCLA.EDU.

**Other contact person(s):** Lloyd Thomas, English Department, West Los Angeles College, 4800 Freshman Drive, Culver City, CA 90230; phone: (310) 287-4228.

**Number of participants:** 10

**Disciplines involved:** African American studies, American studies, anthropology, communication studies, English composition, English literature, ethnic studies, geography, history, political science, religion, sociology, women's studies.

**Description:** There were three workshops, regional team meetings, and a final conference/workshop. Faculty representing four of the nine colleges in the LACC district were recruited from an inter-institutional ethnic and gender studies alliance. Three formal workshops were held while regional team efforts (2-3 faculty) took place between workshops. Final results were shared at a conference and the revised curriculum was published. Follow up efforts included panel discussions at each institution in which the participants shared results.

**Funding:** $14,600. Source(s): The Ford Foundation; UCLA's Graduate School of Education and Information Studies; Los Angeles Partners' Advocating Student Success (LA PASS).

**Outcome:** The following courses were transformed: Anthropology, a variety of English composition courses, History, and Speech.

**Project publications:**

Short articles were produced in house for distribution to the nine colleges of the Los Angeles Community College District and to the curriculum committee of the Los Angeles Community College District. Individual faculty members presented their syllabus to colleagues during FLEX programs.

*Curriculum Integration Project: Mainstreaming Women's Studies*, is available from Joan Clemons at UCLA.

## Project on Race and Gender in the Curriculum

**Location:** University of Louisville, Louisville, KY

**Dates:** 1990 - present

**Project director(s):** Nancy M. Theriot, Women's Studies Program, University of Louisville, Louisville, KY 40292; phone: (502) 852-8160; e-mail: nmther01@ulkyvm.louisville.edu.

**Number of participants:** 12 in the first year; 25 in the second year; 25 in the third and fourth years; 20 in the fifth year; 10 projected for next year.

**Disciplines involved:** Anthropology, communication, counseling psychology, early and middle childhood education, educational administration, educational psychology, engineering, English, history, law, linguistics, mathematics, music history, nursing, physical therapy, political science, psychology, social work, sociology.

**Description:** Year-long faculty seminars meet eight times a year and include readings, workshops, and speakers. The focus is on syllabus development, including course revision. In 1996-97, a new feature will be added: participants will be paired with colleague-consultants to work on content issues. Participants receive $750 each.

**Funding:** $25,000 - $35,000 per year, depending on number of participants. Source(s): Office of the Provost.

**Outcome:** Over 100 faculty members from all over the University have revised courses or created new courses more inclusive of race, class, gender, sexual orientation, and more "user-friendly" to students with different learning styles.

# Sophia and Sophistry: Creating a Gender-Balanced Introductory Course in Western Civilization

**Location:** Loyola University, Chicago, IL

**Dates:** January 1992 - May 1993

**Project director(s):** Prudence A. Moylan, History, Loyola University, 6525 North Sheridan Road, Chicago, IL 60626; phone: (312) 508-2221; fax: (312) 508-2292; e-mail: pmoylan@orion.it.luc.edu.

**Number of participants:** 1 faculty; 1 graduate student.

**Disciplines involved:** History.

**Description:** This project began in January of 1992 with a review of the literature and, supported by a core curriculum development grant, continued through the fall and the spring of the succeeding year. There were two aspects to the project: finding scholarship on women in history and on integrating women's history into Western Civilization courses, and developing a student-centered course design using collaborative learning processes. Though little information was available on integrating women's history into the curriculum, the director and her assistant found abundant materials on women's history. The course, History 101, is required of all students in the College of Arts and Sciences. Despite some initial concerns on the part of some of the history faculty, the course has been a success and at least five faculty members have incorporated new materials into their courses.

**Funding:** $6,000. Source(s): Loyola University.

**Outcome:** More than 3 courses were affected.

**Project publications:**

Material included in:

*Towards an Integrated Curriculum: Suggestions for Balancing History Courses at the University Level.* Montreal: Concordia University, 1994.

## Women in the Curriculum (WIC) and Women's Studies Program

**Location:** University of Maine, Orono, ME

**Dates:** 1980 - present

**Project director(s):** Ann Schonberger, 5728 Fernald Hall, University of Maine, Orono, ME 04469-5728; phone: (207) 581-1228/1229; fax: (207) 581-1633; e-mail: annschon@maine.maine.edu.

**Other contact person(s):** Mazie Hough, Staff Associate; phone: (207) 581-1225.

Brenda Collamore, Administrative Assistant; phone: (207) 581-1228.

**Number of participants:** Hundreds of faculty have participated.

**Disciplines involved:** Anthropology, art, Asian history, biological science, business administration, chemistry, classics, communication, education, English, entomology, French, human development, humanities, legal technology, mathematics, music, natural resources/forestry and agriculture, nursing, philosophy, physical education, physics, political science, psychology, social science, social work, sociology, Spanish, speech, technical writing, theater.

**Description:** The WIC Program is responsible for both the Women's Studies Program and a curriculum transformation project; many of the activities support both programs. The most important component of the curriculum transformation project is the small grants program, which supports course development and revision, research that will make its way into the classroom, and projects designed to improve the academic climate for women in areas where they are under-represented. The weekly lunch seminar series also has given faculty members ideas about how they can integrate material by and about women into existing courses. A small library has been established which includes a collection of videos that are available for faculty, student, and public use. A newsletter has been developed as an outreach effort and has been distributed to all faculty members and graduate teaching assistants. Another method of outreach is the dissemination of information during the annual women's history celebrations that take place at the University in March.

Two weeks each May are used for faculty development. During these sessions, women's studies information is distributed to faculty and networking is facilitated between prior grant recipients and new recipients. During the summer of 1993, the WIC program sponsored a summer reading group on curriculum transformation using the book entitled *Transforming the Curriculum: Ethnic Studies and Women's Studies*, edited by Johnnella Butler and John Walter. During the summer of 1994, the reading group focused on lesbian studies. For the 1995 program, readings were from *Teaching the Majority: Breaking the Gender Barrier in Science, Mathematics, and Engineering*, edited by Sue V. Rosser. Additional programs using visiting scholars, especially from within the sciences, are held at least twice a year.

**Funding:** For WIC project and Women's Studies Program: $108,000 per year from VP for Academic Affairs since 1985; $3,000 - $4,000 from VP for Research and Public Service; approximately $10,000 from departmental contributions for speakers and women's history celebration.

**Outcome:** Numerous courses have been revised. Faculty have developed strategies for improving the academic climate in majors and programs in which women have historically been under-represented.

**Project publications:**

Fritsche, JoAnn. *Toward Excellence and Equity: The Scholarship on Women as a Catalyst for Change in the University.* Orono, ME: University of Maine Press, 1984 (out of print but available through interlibrary loan).

Annual reports for the whole program, including Women's Studies, and WIC newsletters are available upon request.

# Race and Gender: Programs in Faculty and Curricular Development

**Location:** Mary Washington College, Fredericksburg, VA

**Dates:** 1988 - 1990

**Project director(s):** Carole Corcoran, Psychology, Mary Washington College, Fredericksburg, VA 22401; phone: (540) 654-1054 or 654-1557; fax: (540) 654-1569; e-mail: ccorcora@mwcgw.edu.

Craig Vasey, Classics, Philosophy, and Religion, Mary Washington College; phone: (703) 654-1023 or 654-1342; e-mail: cvasey@mwcgw.edu.

**Number of participants:** 30, approximately 1/3 of the College faculty.

**Disciplines involved:** Biology, business, chemistry, classics, economics, education, English, geography, history, philosophy, psychology, religion, sociology.

**Description:** This project expanded the efforts of a group of twenty-five faculty who met throughout the year prior to the project to discuss the new scholarship on women. A series of summer faculty development institutes were held to support course revision, new course development and continued curriculum reform. Interested faculty submitted proposals and those accepted received a stipend. The summer institutes consisted of seminars four days a week for a five-week period. Four intensive faculty workshops were conducted during the 1988-1989 academic year with noted scholars serving as consultants and speakers. A speakers' series of scholars in race and gender studies took place in the 1989-1990 academic year. Faculty institutes on the intersection of race and gender in the curriculum were held in the summers of 1989 and 1990. A consultant was brought in for one week to present new content material and to help evaluate individual faculty member's course plans. From 1990 to 1995, the College provided modest funding for some ongoing curriculum development activities. Faculty organized a proposal to get a requirement in race and gender studies into the College's new General Education requirements. All budgetary support for the race and gender project was terminated by the College in September 1995. Faculty interested in this work are continuing in it without administrative support.

**Funding:** $109,000 over 2 years. Source(s): State Council on Higher Education in Virginia; Mary Washington College.

**Outcome:** Two interdisciplinary courses were created: "Introduction to Women's Studies," and "Introduction to Ethnic Studies." Approximately 12 additional interdisciplinary courses were created or revised. Effective in 1997, new General Education requirements will include that all students at MWC take at least one course designated “Race/ Gender Intensive.” These courses come from across the curriculum, both upper and lower level. Proposals for courses thus far come from a dozen disciplines as well as Introduction to Women's Studies and Introduction to Ethnic Studies.

**Project publications:**

*Race and Gender Curriculum Development Project Newsletter.* Contact Corcoran or Vasey for copies of back issues.

## Curriculum Transformation Project

**Location:** University of Maryland at College Park, College Park, MD

**Dates:** 1989 - present

**Project director(s):** Deborah Rosenfelt, Women's Studies, 2101 Woods Hall, University of Maryland at College Park, College Park, MD 20742; phone: (301) 405-6883; fax: (301) 314-9190; e-mail: dr49@umail.umd.edu.

**Project co- director(s):** Rhonda Williams, Afro-American Studies, University of Maryland at College Park, 2169 Le Frak Hall, College Park, MD 20742; phone: (301) 415-6882.

**Number of participants:** Approximately 150.

**Disciplines involved:** Interdisciplinary.

**Description:** From twelve to sixteen faculty participate in a six to eight week summer institute entitled "Thinking about Women, Gender, and Race." A dominant focus of the project is on multi-cultural topics. Faculty are selected by a committee. Each participant is obligated to revise at least one course, and to make at least one presentation. Many carry this work into other arenas. The project also offers departmental workshops and provides resources and consultation upon request.

**Sources of funding:** Over $500,000. Source(s): University of Maryland at College Park.

**Outcome:** Approximately 70 courses have been revised.

## Thinking Race and Gender

**Location:** University of Maryland at College Park, College Park, MD

**Dates:** Summer 1992

**Project director(s):** Rhonda Williams, Afro-American Studies, University of Maryland at College Park, 2169 Le Frak Hall, College Park, MD 20742; phone: (301) 415-1162.

**Other contact person(s):** Deborah Rosenfelt, Women's Studies, 2101 Woods Hall, University of Maryland at College Park, College Park, MD 20742; phone: (301) 405-6882.

**Number of participants:** 13 - 14 faculty.

**Disciplines involved:** Afro-American studies, biological science, communications, engineering, English, government and politics, history, psychology, women's studies.

**Description:** This was a summer institute that was part of the University of Maryland Curriculum Transformation Project. Faculty met twice weekly for three-hour sessions. They were assigned readings for each session, for example, on Equality and Difference, on Gender and Science, on History and Geography, on Political Economy. Readings were discussed in a seminar setting; there were guest lecturers. The last few sessions had a different format; faculty created their own reading list and presented it to the rest of the participants, reflecting the way they applied knowledge to their own disciplines. As a culmination of the institute, participants created an outline for one transformed course.

**Funding:** Not available. Source(s): University of Maryland at College Park.

**Outcome:** 13 - 14 courses were affected.

WSAIS

## Women and Gender in an Era of Global Change: Internationalizing and "Engendering" the Curriculum

**Location:** University of Maryland at College Park, College Park, MD

**Dates:** March 1995 - December 1997

**Project director(s):** Deborah Rosenfelt, Women's Studies, 2101 Woods Hall, University of Maryland at College Park, College Park, MD 20742; phone: (301) 405-6883; fax: (301) 314-9190; e-mail: dr49@umail.umd.edu.

A. Lynn Bolles, Women's Studies, University of Maryland at College Park; phone:(301) 405-6879; e-mail: ab64@umail.umd.edu.

**Number of participants:** 66 faculty; 6 graduate students.

**Disciplines involved:** Multi-disciplinary, especially in the social sciences and humanities.

**Description:** This is a three-year multi-disciplinary project designed to encourage faculty at the University of Maryland College Park and at other campuses in the State University System to include in their courses more materials on and perspectives of women across a range of geographic locations. The focus is on women as they engage in and are affected by contemporary processes of social, economic, political, and cultural change. The project has seven major components: three "polyseminars"--public lecture series linked to classes and to faculty study groups; three summer institutes of four weeks duration; and a concluding conference. Two international graduate students receive support to participate in each summer institute. The intent of the project is to strengthen understanding in the University community of the international, national, and local dimensions of gender arrangements and of women's daily lives, their social and cultural contributions, and their forms of activism.

**Funding:** $199,837 over 3 years; extensive institutional support. Source(s): The Ford Foundation; University of Maryland at College Park.

**Outcome:** Approximately 50 courses will be developed or revised (projected).

**Project publications:** Manual with syllabi, brief essays, and bibliography (projected).

## Establishing a Diversity Requirement

**Location:** University of Massachusetts at Boston, Boston, MA

**Dates:** 1992 - present

**Project director(s):** Esther Kingston-Mann, Director, Center for the Improvement of Teaching, University of Massachusetts at Boston, 100 Morrissey Boulevard, Boston, MA 02125-3393; phone: (617) 287-6767.

**Other contact person(s):** Estelle Disch, Coordinator for Diversity Awareness, Center for the Improvement of Teaching, University of Massachusetts at Boston; phone: (617) 287-6256.

**Number of participants:** At least 50 faculty; about 250 conference participants.

**Disciplines involved:** American studies, anthropology, art, Black studies, classics, economics, English, history, human services, nursing, philosophy, political science, psychology, sociology, women's studies.

**Description:** In the spring of 1991, the University passed a diversity requirement to apply to all undergraduates. Each college developed its own version of the requirement. In order to educate the campus about the importance of the requirement, thirty-five workshops and forums, two campus-based conferences and numerous other meetings were held with various members of all four undergraduate colleges (Arts and Sciences, Management, Nursing, Public and Community Services). Diversity is defined to include seven areas: race, class, gender, culture, sexual orientation, disability, and age. Diversity courses in the College of Arts and Sciences must address at least two of the seven areas.

**Funding:** $172,000 over 4 years. Source(s): University of Massachusetts at Boston; The Ford Foundation (for the Faculty Development for Implementation of Diversity Requirement).

**Outcome:** At least 90 courses were affected.

**Project publications:**

Available through the Center for the Improvement of Teaching:

*Diversity Library Listing.*

*Guide to Diversity Resources*, 1993.

## National Summer Workshops on Race and Gender

**Location:** University of Memphis, Memphis, TN

**Dates:** Periodically since 1985

**Project director(s):** Elizabeth Higginbotham, Center for Research on Women, 339 Clement Hall, University of Memphis, Memphis, TN 38152; phone: (901) 678-2770; fax: (901) 678-3652.

**Other contact person(s):** Lynn Weber, formerly Center for Research on Women, University of Memphis, now at University of South Carolina.

Bonnie Thornton Dill, now at Women's Studies, University of Maryland at College Park, 1115 Mill Building, College Park, MD 20742-4521; phone: (301) 405-6878.

**Number of participants:** Varied from 70 - 140 each year.

**Disciplines involved:** Primarily education, history, humanities, mass communications, natural sciences, social sciences.

**Description:** These three-day summer workshops provide faculty from throughout the United States the opportunity to study and discuss the scholarship on gender, race, and class for the purpose of developing a curriculum that reflects the diversity of human experience. Featuring small group discussion and presentation by the participants as well as by nationally known scholars, the workshops seek to model a process rather than to demonstrate a product. So far, there have been seven workshops: 1985, 1986, 1987, 1989, 1990, 1994, and 1996.

**Funding:** Registration fees.

**Outcome:** Large numbers of faculty have learned how to revise courses to be more inclusive in content and pedagogy.

**Project publications:**

Keynote speeches from summer workshops as well as other materials for curriculum transformation are available from Center for Research on Women, Clement Hall, University of Memphis, Memphis, TN 38152; (901) 678-2770:

Margaret Andersen. "Denying Difference: The Continuing Basis for Exclusion of Race and Gender in the Curriculum," (1987).

Maxine Baca Zinn. "Doing Diversity: Dangers, Deceptions and Debates," (1995).

Lynn Weber Cannon. "Curriculum Transformation: Personal and Political," (1990).

Patricia Hill Collins. "Toward a New Vision: Race, Class and Gender as Categories of Analysis and Connection," (1989).

Kenneth W. Goings. "Beating the Canon Into a New Synthesis of History," (1995).

Elizabeth Higginbotham. "Integrating All Women into the Curriculum," (1988, revised 1990).

Elizabeth Minnich. "Conceptual Errors Across the Curriculum: Towards a Transformation of the Tradition," (1986).

Sandra Morgen. "To See Ourselves, To See Our Sisters: The Challenge of Re-envisioning Curriculum Change," (1985).

Leith Mullings. "Race, Class and Gender: Representations and Reality," (1992).

Betty Schmitz. "Integrating Scholarship By and About Women into the Curriculum," (1990).

MMWS

# Integrating Women of Color Into the General Education Curriculum

**Location:** University of Memphis, Memphis, TN

**Dates:** 1989 - 1991

**Project director(s):** Elizabeth Higginbotham, Center for Research on Women, 339 Clement Hall, University of Memphis, Memphis, TN 38152; phone: (901) 678-2770; fax: (901) 678-3652.

**Number of participants:** Not applicable.

**Disciplines involved:** Anthropology, communications, dance, literature, composition, foreign languages, history, philosophy, sociology, theater.

**Description:** In the context of revising core educational requirements, seven large enrollment general education courses received assistance in their efforts to integrate race and gender. A small advisory board of area faculty with expertise in race and gender worked with the departmental general education committees to develop strategies to familiarize their faculty with the new scholarship on race and gender and to develop courses that reflect the perspectives, contributions, and interests of women and people of color. In addition to consultants and faculty workshops, the integration project provided scholarships for faculty in the targeted departments to attend the Center's 1989 and 1990 summer workshops on integrating race and gender into the curriculum. These summer workshops gave Memphis faculty an opportunity to meet with scholars from around the country, work intensively on their courses, and discuss pedagogical issues.

**Funding:** $50,000 over 2 years. Source(s): The Ford Foundation.

**Outcome:** Revision of seven general education courses.

MMWS

# Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity Into the Curriculum

**Location:** Participating institutions in the Minnesota Twin Cities metropolitan area: Metropolitan State University, Augsburg College, the College of St. Catherine, Macalester College, St. Cloud State University, and the University of Minnesota.

**Dates:** September 1988 - June 1990

**Project Director(s):** Marsha Neff, Metropolitan State University.

Beverly Ferguson, Associate Vice-President of Academic Affairs, contact person, Metropolitan State University ,700 E. Seventh Street, St. Paul, MN 55106; phone: (612) 772-7763; fax: (612) 772-7675; e-mail: Bev_Furgeson@msus2.msus.edu.

**Other contact person(s):** Saleha Suleman, Metropolitan State University; phone: (612) 772-7720.

**Number of participants:** 244 in planning and implementation, hundreds more in attendance.

**Disciplines involved:** Social sciences, humanities, communications, and various human service and natural and physical science disciplines.

**Description:** A six-college project including both public and private institutions. All six colleges worked consortially on four institutes about U. S. women of color: African-American Women, American Indian Women, Hispanic American Women, and Asian-American Women. The institutes were held on two weekday afternoons and a Saturday for a total of twelve hours. They were led by nationally recognized feminist scholars assisted by local feminist and ethnic studies scholars. In addition, the national scholars presented lectures open to the general faculty, staff, and students. The complicated planning scheme included a steering committee with representatives from each of the colleges and racial/ethnic studies planning consultants. Beyond the consortia institutes, each college implemented its own curriculum transformation project building on the consortia activities to produce tangible curricular changes. Individual projects each had separate internal budgets and their own steering committee. There were training seminars for faculty in order to acquaint them with the new scholarship and introduce them to theoretical and pedagogical concerns regarding the relationship of race and gender to modes of disciplinary inquiry.

**Funding:** $261,500 from the Ford Foundation and $164,480 from individual college contributions.

**Outcome:** 137 courses were affected through revised syllabi and 113 from individual projects.

## Multi-cultural and Social Reconstructive Education

**Location:** Metropolitan State University, Twin Cities, Minneapolis, MN

**Dates:** 1991 - 1994

**Project director(s):** Rose Brewer, Afro-American/African Studies, University of Minnesota, Twin Cities, Minneapolis, MN 55455; phone: (612)624-9305; fax: (612) 624-9383; e-mail: brewe001@maroon.tc.umn.edu.

**Number of participants:** 12 - 20 per year.

**Disciplines involved:** Interdisciplinary: business, health, math, natural sciences, social sciences.

**Description:** This was a school-year based project integrating multi-culturalism into the curriculum.

**Funding:** Variable amounts were funded through Metropolitan State University.

**Outcome:** Set of new courses; 60 - 80 faculty were affected.

**Project publications:**

Guidebook, "Bringing it Home" (an unpublished non-circulating document).

A set of course plans were developed by faculty members.

WSAIS

# Differences Among Women: International Perspectives

**Location:** University of Michigan, Ann Arbor, MI

**Dates:** 1995 - 1997

**Project director(s):** Abigail Stewart, Director, Institute for Research on Women and Gender, University of Michigan, 580 Kennedy Drive, Ann Arbor, MI 48109-1346; phone: (313) 764-9537; fax: (313) 764-9533; e-mail: abystew@umich.edu.

**Number of participants:** 6 core faculty.

**Disciplines involved:** Women's studies and area studies.

**Description:** This project is a collaborative effort of the Women's Studies Program, the Institute for Research on Women and Gender, and the International Institute. It seeks to bring the perspectives of international, comparative, and area scholarship into the teaching program in women's studies, and to encourage the integration of women and gender within research and training in area studies. During the first year six faculty from area and women's studies met together to select an external consultant to assist in their collaborative work, and to outline topics and texts for that work. Participants met regularly in a seminar to discuss and plan curricular changes appropriate to their own courses and in their teaching fields and academic units. In the second year the six participating faculty taught new or revised courses which incorporate comparative international perspectives into women's studies, or feminist perspectives into area studies. A theme semester on the topic of "Differences among Women: International Perspectives" will be organized for fall 1997 and will include outside speakers, performances, exhibits, a special integrative course on the theme, and presentations by the six core faculty on their curriculum development work.

**Funding:** $50,000. Source(s): The Ford Foundation.

**Outcome:** Yet to be determined.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, and Melaine Velez. *Women's Studies, Area & International Studies Curriculum Integration Project.* New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, NY 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

# Mainstreaming of Women's Studies into the Traditional Curriculum

**Location:** Michigan State University, East Lansing, MI

**Dates:** 1981 - 1983

**Project director(s):** Joyce Ladenson, Women's Studies Program, Michigan State University, 301 Linton Hall, East Lansing, MI 48824; phone: (517) 355-4495; fax: (517) 336-1858.

**Number of participants:** About 5 - 6 faculty and graduate students.

**Disciplines involved:** Arts and letters, social sciences.

**Description:** This project was developed in response to the 1983 Wheaton College Conference, "Moving Toward a Balanced Curriculum." One of the central emphases of the conference had been the "mainstreaming" of scholarship on women into the general curriculum. The project consisted of 2 days of workshops focusing on mainstreaming and women studies in which Johnnella Butler and Elizabeth Minnich participated as speakers.

**Funding:** $3,000. Source(s): Provost's Office for the Wheaton Conference; Michigan State University Women's Studies Program for the workshops.

**Project publications:**

Articles in *The Women's Studies News*, published by the Women's Studies Program at Michigan State University.

## Curriculum Transformation Workshops for Faculty

**Location:** Michigan State University, East Lansing, MI

**Dates:** 1991 - 1993

**Project director(s):** Joyce Ladenson, Women's Studies Program, Michigan State University, 301 Linton Hall, East Lansing, MI 48824; phone: (517) 355-4495; fax: (517) 336-1858.

**Number of participants:** 12 faculty.

**Disciplines involved:** Anthropology, English and American literature, geography, Italian; 4 professional schools: School of Criminal Justice, Architecture, Library Science; Arts and Humanities.

**Description:** Phyllis Palmer of the Women's Studies Program at Georgetown University was a consultant for this project, conducting a two-week workshop seminar in August of 1991 and returning in April of 1992 to conduct an evaluation project. Each faculty member chose one syllabus to be revised, and then was obliged to teach from the revised syllabus in the upcoming year. Extensive bibliographies were provided by the participating faculty who were interested in changing one of their courses. At the follow-up workshop in 1992, Phyllis Palmer met with faculty to discuss their experiences in teaching from the revised syllabi. Presentations were made by the faculty participants to their departments in 1992 and 1993.

**Funding:** $1,500 over 2 years. Source(s): Office of the Provost.

**Outcome:** 12 courses were affected.

**Project publications:**

Participants wrote about their experiences and their articles were published in the newsletter-journal, *Revisions*, published by the Women's Studies Program at Michigan State University.

# Integrating the Scholarship on Women into the Curriculum

**Location:** Mills College, Oakland, CA

**Dates:** 1983 - 1985

**Project director(s):** Helen Longino, Philosophy, Mills College, Oakland, CA 94613; phone: (415) 430-2232

**Number of participants:** Not available.

**Disciplines involved:** Faculty participated from the natural sciences, social sciences, humanities and fine arts.

**Description:** The goal of the project was to increase the number of courses in the non-women's studies part of the curriculum in which women's achievements, experiences, and issues were given significant attention. There were four kinds of activities: (1) a lecture series open to the entire campus with lectures on Gender and Science, Gender in History and Social Sciences, Gender in Literature, Transforming the Curriculum; (2) papers presented to a faculty retreat explaining and urging a transformation of the curriculum; (3) one week faculty workshop on incorporating women's issues and perspectives into courses, including lectures on anthropology, psychology, and art history, concluded by a general session on course transformation; and (4) follow-up "course clustering," an arrangement whereby four to five courses on related themes met together three to four times during the semester for a joint lecture on some common topic having to do with women's issues.

**Funding:** $6,000. Source(s): Mills College discretionary and faculty development funds.

**Outcome:** Courses in art history, history, sociology, and anthropology were revised, and several new courses on women or gender were created.

MMWS

## Multi-cultural and Gender Inclusive Transformation

**Location:** University of Minnesota, Twin Cities, Minneapolis, MN

**Dates:** One-month sessions, June - July 1989, 1990, 1991

**Project director(s):** Rose Brewer, Afro-American/African Studies, University of Minnesota, Twin Cities, Minneapolis, MN 55455; phone: (612)624-9305; fax: (612) 624-9383; e-mail: brewe001@maroon.tc.umn.edu.

**Other contact person(s):** Susan Geiger, Women's Studies, University of Minnesota, Twin Cities, Minneapolis, MN; phone: (612) 624-6006.

**Number of participants:** 52

**Disciplines involved:** Engineering, humanities, natural science, and social science.

**Description:** Participants transformed course syllabi; examined pedagogy, videos, and tapes; and attended guest lectures.

**Funding:** $100,000 over 3 years. Source(s): The Ford Foundation; The John D. and Catherine T. MacArthur Foundation.

**Outcome:** Over 50 faculty revised syllabi.

**Project publications:**

Reading packet, Women of Color Bibliographies. (non-circulating)

MMWS

# National Diversity and Public Problem-Solving Summer School

**Location:** University of Minnesota, Twin Cities (1994); Radcliffe College (1995, 1996)

**Dates:** One-week sessions in July of 1994, 1995, 1996

**Project director(s):** Barbara Nelson, Radcliffe College, Cambridge, MA; phone: (617) 496-3062.

**Other contact person(s):** Rose Brewer, Afro-American/African Studies, University of Minnesota Twin Cities, Minneapolis, MN 55455; phone: (612)624-9305; fax: (612) 624-9383; e-mail: brewe001@maroon.tc.umn.edu.

**Number of participants:** 10 each summer.

**Disciplines involved:** Applied fields: nursing, political science, public policy, social work.

**Description:** Participants worked to transform the curriculum by integrating materials on race, class, and gender and by exploring new pedagogies.

**Funding:** $250,000 over 3 years. Source(s): The Ford Foundation; Radcliffe College; participating institutions.

**Outcome:** So far, 20 courses have been revised through new syllabi.

**Project publications:**

"Developing Race, Class and Gender Studies in Public Policy" (in progress).

WSAIS

# Ways of Reading: An Interdisciplinary Approach to Teaching and Research in Women's Studies, International Studies, and Area Studies

**Location:** University of Minnesota, Twin Cities, Minneapolis, MN

**Dates:** 1995 - 1998

**Project director(s):** Mary Lay, Center for Advanced Feminist Studies, University of Minnesota, 496 Ford Hall, 224 Church Street S.E., Minneapolis, MN 55455; phone: (612) 624-6310/624-9809; fax: (612) 624-3573; e-mail: mmlay@maroon.tc.umn.edu.

**Number of participants:** 22 faculty.

**Disciplines involved:** Humanities and social sciences.

**Description:** This is a collaborative project between the Women's Studies Department, the Center for Advanced Feminist Studies, the Institute of International Studies, and the MacArthur Interdisciplinary Program on Peace and International Cooperation. The "Ways of Reading" project seeks to integrate gender issues more thoroughly with international and area studies and to bring a stronger international focus to women's studies courses. Approximately 22 faculty from the social sciences and humanities will read and discuss fictional texts, including memoirs and autobiographies, and theoretical texts from history, cultural studies, philosophical studies, political science, and other disciplines in order to compare the disciplinary lenses and "ways of reading" each faculty member brings to the project, and to generate new ways of reading, doing research, and teaching. In working groups, these faculty will undertake major revisions of undergraduate core courses in women's studies or international/area studies. In addition, visiting scholars will be invited to review group efforts and suggest directions for collaborative research and curriculum design. Through a lecture series offered once or twice per quarter, faculty and visiting scholars will present their work to the larger University community.

**Funding:** $175,000. Source(s): The Ford Foundation; College of Liberal Arts; Institute for International Studies.

**Outcome:** Yet to be determined.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, and Melaine Velez. *Women's Studies, Area & International Studies Curriculum Integration Project.* New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, NY 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

# Integrating the Scholarship on Gender: Faculty Development (1987-1988); Curriculum Development (1988 - 1989)

**Location:** Monmouth University, West Long Branch, NJ

**Dates:** 1987 - 1988; 1988 - 1989

**Project director(s):** Kristin Bluemel, Assistant Professor of English, Monmouth University, West Long Branch, NJ 97764-1898; phone: (908) 571-3622; fax: (908) 263-5242; e-mail: kbluemel@mondec.monmouth.edu.

Marilyn Lauria, Associate Professor, Director of Graduate Programs in Nursing, Monmouth University, West Long Branch, NJ 97764; phone: (908) 571-3443; e-mail: lauria@mondec.monmouth.edu.

**Number of participants:** 8 direct participants in curriculum development project; 50 - 60 others in various workshops.

**Disciplines involved:** Anthropology, art, communication studies, English composition, English literature, history, psychology, sociology, women's studies.

**Description:** The initial year of faculty development involved a series of one-day workshops and discussions, some general programs for all faculty, and some workshops with guest consultants for specific departments. The second year of curriculum development still involved programs with guest speakers and consultants, but also regular meetings and discussions of faculty directly involved in curriculum development.

**Funding:** $210,000. Source(s): The New Jersey Department of Higher Education Humanities Grant Program; Monmouth College.

**Outcome:** 10 courses were revised and 5 new courses were developed.

**Project publications:**

Smith, Carol, Ferris Olin, and Wendy Kolmar. T*he New Jersey Project: Integrating the Scholarship on Gender, 1986-1990.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

NJP

## Cross-Cultural and Global Issues

**Location:** Monmouth University, West Long Branch, NJ

**Dates:** Effective Fall 1997

**Project director(s):** Rekha Datta, Department of Political Science, Monmouth University, West Long Branch, NJ 07764, phone: (908) 574-4438; e-mail: rdatta@mondec.monmouth.edu

**Other contact person(s):** Brian Garvey, Chair, Disciplinary Studies;

Saliba-Sarsar, Associate Dean, Humanities and Social Sciences; phone: (908) 571-4474.

**Number of participants:** Required for all students.

**Description:** Starting in 1996-1997, all students who enter Monmouth will be required to take two "Cross-Cultural Studies" courses (emphasizing cross-cultural, diversity, and ethics learning goals) and one "Perspectives on Global Issues" course (emphasizing global, cross-cultural, and ethics learning goals among others). The latter type of course has always emphasized interdisciplinary knowledge and approaches. Under Dr. Rekha Datta's coordinating activities (workshops, guidelines, etc.), faculty are incorporating material and critical approaches emphasizing diverse Western, non-Western, colonial, and post-colonial cultures into existing courses.

**Funding:** Internal funding by the Interdisciplinary Studies Department.

**Outcome:** All students will be affected.

## Seeking Women's Equity Through Curriculum Reform

**Location:** Montana State University, Bozeman, MT

**Dates:** 1979 - 1981

**Project director(s):** Betty Schmitz, Director, Curriculum Transformation, Office of Undergraduate Education, Box 353050, University of Washington, Seattle, WA 98195; phone: (206) 685-8276; fax: (206) 685-4083; e-mail: schmitz@u.washington.edu.

**Other contact person(s):** Peggy Leiterman-Stock, President, Colby-Sawyer College, New London, NH 03257; phone: (603) 526-2010 (conceived project and wrote original proposal).

**Number of participants:** 40 faculty and staff members.

**Disciplines involved:** Agricultural engineering, chemistry, electrical engineering, English, film, general studies, health, history, home economics, marketing and management, mathematics, Native American studies, nursing, philosophy, political science, sociology, speech communication.

**Description:** This was a two-year program of faculty development aimed at integrating content on women into courses throughout the University; faculty members selected courses to revise, with preference given to courses central to undergraduate education (although not solely introductory courses). Resources provided to faculty members included a yearly stipend of $1,500; three seminars with consultants in curriculum evaluation and development, science education, and gender and race; a panel of scholars to review faculty materials under development (second year); and limited research and clerical assistance from the project office. Each project participant completed a full final report of the course or program she or he developed or revised. The reports were compiled into manuscripts submitted to the Education Development Center (WEEAP publisher), but never published. Copies have been submitted to the National Center for Curriculum Transformation Resources on Women.

**Funding:** Approximately $350,000 over 2 years. Source(s): Women's Educational Equity Act (WEEA) Program.

**Outcome:** In 1980-81, 27 courses were changed, affecting about 1,300 students. Participants also developed programs to enhance women's participation in specific fields.

**Project publications:**

Schmitz, Betty. *Integrating Women's Studies into the Curriculum: A Guide and Bibliography*. The Feminist Press, 1985.

Schmitz, Betty. "Project on Women in the Curriculum: Montana State University," in Bonnie Spanier, et. al. eds. *Toward a Balanced Curriculum*. Schenkman, 1984.

Schmitz, Betty, and Anne S. Williams. "Seeking Women's Equity Through Curriculum Reform: Faculty Perceptions of an Experimental Project." *Journal of Higher Education* 54, 5 (September/October 1983): 556-565.

NRWC

## Northern Rockies Project on Women in the Curriculum

**Location:** Montana State University, Bozeman, MT

**Dates:** 1981 - 1983

**Project director(s):** Betty Schmitz, Director Curriculum Transformation Project, Office of Undergraduate Education, Box 353050, University of Washington, Seattle, WA 98195; phone: (206) 685-8276; fax: (206) 685-4083; e-mail: schmitz@u.washington.edu.

**Number of participants:** Approximately 150 faculty at 10 institutions in Idaho, Montana, Utah, and Wyoming.

**Disciplines involved:** Varied from campus to campus.

**Description:** This was a consortial project co-sponsored by the Northern Rockies Consortium for Higher Education (NORCHE) aimed at disseminating the results of the Women's Educational Equity Act Project at Montana State University and at studying cost-effective ways of doing faculty development for curriculum transformation. The project involved University of Wyoming, University of Idaho/Washington State University, Lewis and Clark State College, Central Wyoming College, University of Montana, Southern Utah State College, Montana College of Mineral Science and Technology, University of Utah, Western Wyoming College, and Weber State College. Resources provided to each campus included a four-day Institute on Women in the Curriculum (April 1982) for institutional teams; a seed grant of $2,000; a notebook of resources for curriculum change; access to a network of individuals working on similar projects; and technical assistance from the project staff (including site visits).

**Funding:** $121,000 over 2 years. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE).

**Project publications:**

Schmitz, Betty. *Integrating Women's Studies into the Curriculum: A Guide and Bibliography*. Old Westbury, NY: Feminist Press, 1985. This publication includes profiles of each participating institution and a description of projects.

Schmitz, Betty, comp. *Sourcebook for Integrating Women's Studies into the Curriculum*. Bozeman, MT: Northwest Women's Studies Association, 1983.

Schmitz, Betty, and Ann Williams. "Forming New Alliances for Women's Studies: the Northern Rockies Program on Women in the Curriculum." *Women's Studies Quarterly* 11 (Spring 1983): 19-22.

## Integrating Women Into The Curriculum

**Location:** Montgomery College, Rockville, MD

**Dates:** 1984 - 1987

**Project director(s):** Myrna Goldenberg, English, Women's Studies, Montgomery College, 51 Mannakee Street, Rockville, MD 20850; phone: (301) 251-7417; fax: (301) 251-7463; e-mail: myrnag@umd5.umd.edu.

**Number of participants:** A group of about 40 attended the various events over the years.

**Disciplines involved:** Humanities, natural sciences, social sciences.

**Description:** This was a long term project to create a campus climate conducive to curriculum revision to reflect the scholarship on women. Informally, the project was called affirmative action for the curriculum and received encouragement and support from the Director of Affirmative Action. The project began by sending a team composed of one instructional dean, the affirmative action director, and the project director to the Wheaton College conference on "Balancing the Curriculum." Subsequently, projects were developed on the campus to create a climate that would welcome scholarly activities focused on feminist theory and pedagogy. Beginning with a conspicuous celebration of Women's History Month, 1984, the project sponsored lectures by Peggy McIntosh, Nancy Russo, Toni Cade Bambara, Roberta Hall, and others. The following year, the project offered a lecture series, the Third Wednesday Lecture Series (6 lectures in all/ 3 each semester), featuring feminist speakers on a variety of topics. During the third year, the Third Wednesday Lecture Series focused on a single topic and had the same stable audience. That year a June seminar was added in the afternoons of the first week of June, with speakers from local universities to discuss the recent scholarship in their disciplines, or "what we needed to know to develop a feminist syllabus for our own courses." Lecturers included Barbara Bergmann, Jo Withers, Susan Klein, and others. A student scholarship breakfast was also initiated this year- on March 8, for the purpose of building an endowment to fund two to three scholarships each year, given to worthy female students. The program provided the climate needed to support a women's studies program, ongoing women's studies faculty seminars, a women's studies reading room, and a women's studies student association. The Scholarship Breakfast was augmented by the International Women's Day Lecture, held on the same day. The Breakfast and Lecture have become an annual event.

**Funding:** $10,000 for the first year, $4,000 additional for the following 2 years. Source(s): Montgomery College.

**Outcome:** A minimum of 50 courses were affected in many disciplines.

**Project publications:**

*Proceedings*, 1984, 1985. A few copies are still available.

## Balancing the Curriculum Summer Institute

**Location:** Montgomery College, Rockville, MD

**Dates:** Summer, 1987

**Project director(s):** Myrna Goldenberg, English, Women's Studies, Montgomery College, 51 Mannakee Street, Rockville, MD 20850; phone: (301) 251-7417; fax: (301) 251-7463; e-mail: myrnag@umd5.umd.edu.

**Other contact person(s):** Sara Smith, English, Montgomery College, Takoma Park, Takoma Park, MD 20912; phone: (301) 650-1372; fax: (301) 650-1550.

**Number of participants:** 19 faculty.

**Disciplines involved:** Biology, chemistry, criminal justice, drama, history, literature, nursing, office studies, philosophy, psychology, sociology, sociology of sports.

**Description:** These six-week, summer institutes provided faculty with an opportunity for intensive reading and discussion of recent feminist scholarship in their disciplines so that they might revise one of the courses that they customarily and regularly teach to reflect the scholarship on women. Participants attended an orientation meeting to discuss feminist scholarship from a historical perspective and to receive several essays on feminist theory, applicable to all disciplines. Four weeks later participants reconvened to discuss the salient points of these essays and their applicability to teaching. At this second meeting, the project director distributed key articles in the disciplines, each participant receiving those readings specific to her/his discipline. These articles covered changes in the disciplines, analyses of "traditional" approaches to their disciplines, review essays, and other relevant material. Two weeks later, in lengthy sessions, participants discussed the readings, focusing on the similarities and differences among the disciplines. They brought in drafts of revised sections of their courses and, in small groups, critiqued one another's work. On the final day of the Institute, the participants brought in the revised drafts, that is, revised according to the critiques of the day before. Institute participants also met twice in the fall semester to share experiences about teaching their revised courses.

**Funding:** $60,000. Source(s): Montgomery College.

**Outcome:** 19 courses revised plus others faculty may have elected to revise.

CMTI

# Curriculum Mainstreaming and Teaching Initiative

**Location:** Montgomery College, Rockville, MD

**Dates:** 1993 - 1994

**Project director(s):** Myrna Goldenberg, English, Women's Studies, Montgomery College, 51 Mannakee Street, Rockville, MD 20850; phone: (301) 251-7417; fax: (301) 251-7463; e-mail: myrnag@umd5.umd.edu.

Liza Fiol-Matta, English, LaGuardia Community College, Long Island City, NY 11101; phone: (718) 482-5665; e-mail: lfiol@pipeline.com.

**Number of participants:** 14 colleges, which represented community colleges nationally, were selected through a limited competition: Camden County, NJ; Denver Community College, CO; Essex Community College, MD; Essex County College, NJ; Greenfield Community College, MA; Nassau Community College, NY; Navajo Community College, CO; LaGuardia Community College, NY; Los Angeles Community College, CA; Parkland Community College, IL; Peralta Community College District, CA; San Mateo Community College, CA; Shelby State Community College, TN; Turtle Mountain College, ND.

**Disciplines involved:** Business, dance, education, humanities, nursing, physical sciences, social sciences.

**Description:** In response to calls for proposals, the project directors selected colleges that were experienced in curriculum and faculty development. The length of the project—one year—required each college to be able to implement its plan immediately. The project directors kept in close contact with each campus project director by phone and mail, often recommending reading materials and resource persons within geographic proximity. Each college worked with the project directors to shape the project to suit the individual campus. Projects varied from rather traditional faculty seminars to building high school/college and college/university consortia to commissioning written biographies of the tribe elders (women). Each college was visited at least once in the spring 1994 semester. The end of the project year was celebrated by a mini-conference convened in the two days preceding the annual NWSA conference. In that way, all campus directors met one another, exchanged information about strategies, successes, problems, resources, and so on. Campus directors also presented their work at several sessions during the conference. The project demonstrated that a great deal of curriculum transformation and faculty development can be done successfully in a very brief period (1 year) and with modest funding.

**Funding:** $280,000. Source(s): The Ford Foundation; Montgomery College.

**Outcome:** See entries for each of the 14 colleges.

**Project publications:** Final Report available from The Ford Foundation or Myrna Goldenberg.

CMTI

## Gender Issues in Math, Science, and Technology

**Location:** Nassau Community College, Garden City, NY

**Dates:** 1994

**Project director(s):** Barbara Horn, English, Nassau Communtiy College, SUNY, Garden City, NY 11530-6793; phone: (516) 572-7185 x7721; fax: (516) 572-7846.

**Number of participants:** 8 faculty.

**Disciplines involved:** Allied health, biology, economics, engineering, marketing, mathematics, nursing, psychology.

**Description:** During an intensive three-week summer institute, eight faculty examined gender issues in math, science, and technology and worked together to revise the content and pedagogy of their courses. The first week participants wrote three papers, "Aspects of Women and Science," based on their research of gender issues in their disciplines; "How I Came to My Profession," an informal essay on the attraction of their profession to them; and "What Is Thinking in My Discipline." In addition, two Nassau physics faculty modeled the procedures to be used for the rest of the institute sessions: active learning, small group work, collegial support, and a balance of popular and scholarly articles as the basis for reading, writing, and discussion. The second week was devoted to examining current syllabi; reviewing teaching materials, exams, and pedagogy; and discussing possibilities for change. One day each week was devoted to working with consultants, Carol Greider, Sue Rosser, and Bonnie Spanier, respectively, at seminar sessions and at open sessions to which other faculty were invited.

Plans for continuing activities included: mentoring a colleague in his or her department; sharing results with department colleagues; assisting in the planning of a campus-wide women's studies colloquium; leading discussions at the Women's Studies Faculty Seminars; conferring with and reporting to the project consultants, and meeting twice during the academic year with Institute participants.

**Funding:** $12,000. Source(s): The Ford Foundation.

**Outcome:** 14 introductory courses were revised.

**Project publications:**

Eisner, Wendy. "Achieving Gender Equity in Science Education." *Women's Studies Quarterly* 24 (1996): 84-87.

CMTI

# The Navajo Beauty Way

**Location:** Navajo Community College, Shiprock, NM

**Dates:** 1994

**Project director(s):** Eleanor Guenther, Library Director, Navajo Communtiy College, P.O. Box 580 Navajo Nation, Shiprock, NM 87420; phone: (505) 368-3542.

**Number of participants:** 15 faculty and administrators.

**Disciplines involved:** Not available.

**Description:** The project was built upon the fundamental Navajo philosophy called the Beauty Way, the belief that there is a male and a female presence in everything, and upon the conviction that there is a pressing need to recover and reintroduce that egalitarianism into Navajo culture. Over the course of decades of contact with the U.S. social, educational, military, and political systems, many aspects of the traditional Navajo culture have come to resemble the hierarchical, gender-imbalanced, non-egalitarian dominant culture. The project used two strategies to help restore gender balance and an understanding of the significance of Navajo traditions related to gender: the development of a Gender Resource Library and a workshop on integrating gender into the curriculum. The Gender Resource Library added 250 books, 38 videos, and 19 periodicals, thereby building a respectable Gender Resource Center. The six-hour workshop led by Louise Lamphere and Debbie Conner of the University of New Mexico introduced participants to major ideas in gender studies, Navajo concepts of gender, and the relevant holdings of the Shiprock campus library. The use of these ideas and resources was modeled by application to one course taught at the College.

**Funding:** $10,300. Source(s): The Ford Foundation.

**Outcome:** Gender Resource Library and Center established; one course revised.

## Women in the Curriculum

**Location:** University of Nebraska at Omaha, Omaha, NE

**Dates:** September 1984 - May 1985

**Project director(s):** Harvey Leavitt, English, CBA 308G, University of Nebraska at Omaha, Omaha, NE 68106; phone: (402) 554-3315; fax: (402) 554-3296; e-mail: hleavitt@cwis.unomaha.edu.

**Other contact person(s):** Martha (Missy) Dehn Kubitschek, English, University of Nebraska at Omaha, Omaha, NE 68106.

**Number of participants:** 75, including those who attended the first symposium.

**Disciplines involved:** Interdisciplinary humanities series which encompassed art, drama, literature, music, philosophy, and history.

**Description:** A popular course for fulfilling the humanities requirement for the College of Arts and Sciences -- Humanities 101-102 -- enrolls about 320 students for each of two semesters. This project aimed to produce for the course a syllabus and lectures which more inclusively represented Western literature, music, philosophy, and history from antiquity to the present by naming and critiquing patriarchy; including discussion of women's roles in culture; and promoting thought about possible cultural alternatives. The director oversaw development and integration of new and revised lectures into the Humanities sequence. He also took inventory of materials in the UNO system and ordered appropriate books and audio-visual materials for syllabus revision and faculty research on women. The project awarded $200 research grants to seven faculty members who taught in the humanities sequence and two $100 grants to graduate students to research and present women's studies topics in class. Ten on-campus consultants, drawn from faculty who taught women's studies courses, facilitated this research and its integration into course design. Four colloquia were held for 1) the Humanities sequence lecturers, 2) the discussion section leaders, 3) the faculty and graduate students of each discipline represented in the course, and 4) the on-campus consultants. At the colloquia, participants reviewed the newly-acquired library and audio-visual materials; faculty and graduate students presented their grant-funded research on an aspect of women's studies; and the coordinator reported to participants, and discussed how best to effect the merger of traditional and women's studies materials.

**Funding:** $8,658. Sources: The Ford Foundation; University of Nebraska.

**Outcome:** The Humanities series in the 1985-1986 academic year included three lectures devoted specifically to women, and 32% of the remaining lectures were revised to include women. The project raised consciousness at the University and improved the climate for women's studies. Participants also communicated with textbook publishers to encourage more inclusion of women.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

NJP

## Females in Engineering . . . Methods, Motivation, Experience

**Location:** New Jersey Institute of Technology, Newark, NJ

**Dates:** 1981 - 1993

**Project director(s):** Lisa Novemsky, now at Montclair State University, Upper Montclair, NJ 07043; phone: (201) 763-8293.

**Other contact person(s):** Dana Levine, Erlich Multimedia, Park Ridge, NJ 07656; phone: (201) 307-8866.

**Number of participants:** 25 - 40

**Disciplines involved:** Animal behavior, biology, chemistry, civil engineering, English, environmental engineering, environmental science, geology, marine science, mathematics, medicine, physics, psychology, sociology, statistics.

**Description:** FEMME was a pioneering effort which began under the auspices of pre-college programs aimed at reaching seventh to ninth grade girls. The project goal was originally to increase enrollment of females into the non-traditional courses at NJIT such as science, mathematics, and technology. The scope of the project was gradually broadened to include women's issues and environmental issues. The diverse format included trips, workshops, classes, and other experiences. Each year the offerings were different and incorporated one or more student-centered themes. Integration of urban with suburban females was an underlying goal. Materials about the project were presented at numerous national and statewide conferences.

**Funding:** $10,000 - $15,000 from Revlon for several years; $35,000 per year from Geraldine R. Dodge Foundation for several years; $50,000 from the Women's Educational Equity Act; $1,500 per year from AT&T. The State Department of Higher Education provided funding and there were several small contributors. Casio donated calculators. Slinkys were donated by the manufacturer. Houghton Mifflin donated anniversary editions of Rachel Carson's *Silent Spring*.

**Outcome:** Based on the 1981-1993 FEMME Statistical Information Report, FEMME graduates showed high levels of enrollment in biology, chemistry, and physics as well as algebra and geometry. Additionally, the program had a significant impact on academic preparation in the areas of problem-solving ability, increased confidence in hands-on situations, and expanded knowledge base. There was also evidence of an ameliorating effect on the dropout rate of women from science, math, and technology subjects.

# The New Jersey Project

**Location:** William Paterson College, Wayne NJ

**Dates:** 1986-1989: Douglass College, Rutgers University-New Brunswick, NJ 08903.
1990-present: William Paterson College, Wayne, NJ 07102.

**Project director(s):** 1986-1989: Carol H. Smith, Professor of English and Institute for Research on Women Director, Douglass College, Rutgers University-New Brunswick, NJ 07470.

1990-present: Paula Rothenberg, The New Jersey Project, William Paterson College, White Hall, Room 315, Wayne, NJ 07470; phone: (201) 595-2296.

**Number of participants:** Thousands.

**Disciplines involved:** All disciplines.

**Description:** The project has created a broad variety of activities to encourage faculty and administrators to transform the curriculum. These include: (1) monthly regional faculty seminars at multiple locations in the state; (2) fall and spring conferences and other one-day workshops each year; (3) an annual five-day residential summer institute for about 45 faculty and administrators; (4) a national journal, *Transformations*, in which faculty publish essays on their work; (5) a student awards project, which recognizes students and faculty who integrate gender and multicultural studies into their undergraduate course work; (6) a traveling art exhibit; (7) poetry readings; (8) Woman of Color support network for women of color faculty, administrators, and staff; (9) a network for lesbian and bisexual faculty and staff; (10) academic alliances between colleges and K-12 institutions; (11) distribution of bibliographies, syllabi, film lists, and other materials; (12) publication of a volume of essays and curriculum materials; and (13) a national conference on curriculum transformation held in 1993.

**Funding:** Funded initially by a grant from the New Jersey Department of Higher Education ($363,000); since the Department's demise, Project funding has come from a combination of sources including the New Jersey legislature, the Governor's discretionary fund, support from William Paterson College and other colleges and universities in the state, and corporations.

**Outcome:** Hundreds of courses were affected.

**Project publications:**

Crawley, Donna, and Frances Shapiro-Skrobe, eds. *Transformations: The New Jersey Project Journal.* Published since 1990. Address correspondence to the editors at Ramapo College, 505 Ramapo Valley Road, Mahwah, NJ 07430.

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996*. The New Jersey Project, William Paterson, 1990.

Friedman, Ellen G., Wendy Kolmar, Charley Flint, and Paula Rothenberg. *Creating an Inclusive College Curriculum: A Teaching Sourcebook from the New Jersey Project*. New York: Teachers College Press, 1996.

Kolmar, Wendy, ed. *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1990*. Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

WSP

# Into the Mainstream: Integrating the New Scholarship on Women into the Curriculum

**Location:** University of New Mexico, Albuquerque, NM

**Dates:** 1984 - 1986

**Project director(s):** Helen M. Bannan, Center for Women's Studies, West Virginia University, Morgantown, WV 26506-6450; phone: (304) 293-2339; fax: (304) 293-6858; e-mail: hbannan@wvu.edu.

**Other contact person(s):** Tey Diana Rebolledo, Spanish Department, University of New Mexico, Albuquerque, NM 87131; phone: (505) 277-3430.

**Number of participants:** 25

**Disciplines involved:** American studies, business, educational administration, educational foundations, English literature, history, honors, modern languages, nutrition, recreation, sociology, women's studies.

**Description:** The project began with a survey which determined the extent of gender inclusion existing in the curriculum and the level of interest in transforming the curriculum. Following the survey, grant money was sought and obtained and twenty-five faculty were invited to participate in the project. There were four one-day workshops and one session with a librarian in which participants learned to locate materials via computer search. The workshops, facilitated mostly by women's studies and library staff and some outside speakers, focused primarily on finding appropriate materials through electronic search. Since it was a new technology then, and usually expensive, the project's provision of a free computerized search for relevant materials turned out to be a good strategy for attracting participants. Participants compiled annotated bibliographies which were shared with others in a presentation which also included their revised syllabi and newly developed courses.

**Funding:** $4,400. Source(s): Southwest Institute for Research on Women (SIROW), University of Arizona; Wellesley Center for Research on Women.

**Outcome:** Approximately 10 courses were revised and 7 were created.

**Project publications:**

"Reports on Curriculum Integration Projects." *Women's Studies Quarterly* (13), Summer, 1985.

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

New York University

WSAIS

# Linking Women's and Area Studies in the Undergraduate Curriculum

**Location:** New York University, New York, NY

**Dates:** 1995 - 1998

**Project director(s):** Marilyn Young, Director, Women's Studies, Chair, History Department, New York University, 19 University Place, 5th Floor, New York, NY 10003; phone: (212) 998-8610; fax: (212) 995-4017; e-mail: youngma@is.nyu.edu.

**Project co-director(s):** Lila Abu-Lughod, Department of Anthropology, New York University, 25 Waverly Place, New York, NY 10003; phone: (212) 998-8585; fax: (212) 995-4017

**Number of participants:** Not yet available.

**Disciplines involved:** Women's studies and area studies (East Asian, Latin American and Caribbean, Africana, and Near Eastern).

**Description:** The Women's Studies Program, in conjunction with the East Asian Studies Program, the Center for Latin American and Caribbean Studies, Africana Studies, and the Kevorkian Center for Near Eastern Studies, is implementing a three-year program to establish the study of women and gender issues in the work of all four area studies programs. The project also seeks to institutionalize an international perspective on women by integrating it into the core curriculum of NYU's College of Arts and Sciences. During the first two years, the project will: (1) develop a new course offering entitled "Gender and Power: International Perspectives" that will become a part of the undergraduate social science sequence; (2) hold workshops where resources will be made available to faculty and graduate students to enable them to integrate gender into the courses that make up the "World Cultures" and "Conversations of the West" sequences of the core curriculum; and (3) set up an internship program for women's studies students with the United Nations and other international and nongovernmental agencies engaged with women's issues. In its third year, the project will forge stronger links between the area studies and women's studies programs through a faculty workshop and visiting scholars program.

**Funding:** $100,000 Source(s): The Ford Foundation.

**Outcome:** Yet to be determined.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, Melaine Velez. *Women's Studies, Area & International Studies Curriculum Integration Project*. New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, New York 10012-3920; phone: (212) 274-0730.

# New Scholarship on Women: A Curriculum Transformation Project

**Location:** University of North Dakota, Grand Forks, ND

**Dates:** 1980 - 1982

**Project director(s):** Sheryl O'Donnell, English, University of North Dakota, Grand Forks, ND 58202; phone: (701) 777-3321.

**Other contact person(s):** Sandra Donaldson, English, University of North Dakota.

**Number of participants:** 24

**Disciplines involved:** Faculty representing the Colleges of Arts and Sciences, Fine Arts, Human Resources Development, Business and Public Administration, Engineering and Mines, Nursing, Center for Teaching and Learning, and the School of Medicine.

**Description:** Participants attended three workshops dealing with the new scholarship in the humanities, the natural sciences, and the social sciences, and with methods of integrating this scholarship into the traditional curricula of their various disciplines. Included in the workshops were lectures by and discussions with visiting scholars, films, instruction in methodology for research and curriculum development, applications for rural women, and a case study designed to introduce the concept of academic sexism: the distortion or exclusion of women's perspectives in teacher/student relationships, hiring and promotion, mock committee meetings, and role-playing.

**Funding:** $12,000. Source(s): Office of Instructional Development at the University of North Dakota.

**Outcome:** 24 courses were affected.

**Project publications:**

O'Donnell, Sheryl, and Barbara M. Shaver, eds. *Women's Scholarship, A Curriculum Handbook*. University of North Dakota, 1981. An anthology of revised syllabi.

WSP

## Is It 40 Below at UND for Female Students?

**Location:** University of North Dakota, Grand Forks, ND

**Dates:** 1984 - 1985

**Project director(s):** Sandra Donaldson, Women Studies Program, University of North Dakota, Grand Forks, ND 58202; phone: (701) 777-3321; fax: (701) 777-3650; e-mail: donaldso@badlands.nodak.edu.

**Number of participants:** 154

**Disciplines involved:** Accounting, biology, business education, chemistry, counseling, education, economics, engineering, English, geography, geology, health and recreation, history, humanities, journalism, law, management, medical school, music, nursing, philosophy, physical therapy, physics, political science, psychology, social work, sociology, speech, theater, visual arts.

**Description:** Two-day workshops were given on classroom climate and curriculum integration. Participants then wrote, produced, and presented a play through a collective effort, then advertised and distributed a videotape of the play. Additionally, classroom observation and a survey of faculty about what they do in class, followed by a written and published report, were utilized as methods of peer review and evaluation.

**Funding:** $9,450. Source(s): Western States Project on Women in the Curriculum; University of North Dakota Office of Instructional Development; University of North Dakota Arts and Sciences; Wellesley Center for Research on Women.

**Project publications:**

*Curriculum Integration Project Special Report: Changing the Classroom Climate for Women* (no longer available).

Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

A play script useful in illustrating gender issues in universities was created.

## New Perspectives: Women's Studies Across the Curriculum

**Location:** College of Notre Dame of Maryland, Baltimore, MD

**Dates:** 1988 - 1989

**Project director(s):** Sally N. Wall, Psychology, College of Notre Dame of Maryland, Baltimore, MD 21210; phone: (301) 435-0100, x239; e-mail: swall@ndm.edu.

**Numbers of participants:** 14 faculty

**Disciplines:** Art, business, chemistry, education, English, history, music, nursing, philosophy, political science, and psychology.

**Description:** For three semesters, fifteen faculty participated in one of three workshops focusing on the scholarship on women in the (1) humanities, (2) social sciences, and (3) natural sciences. Workshops met four times a semester and were facilitated by women's studies scholars from Towson State University. Participants revised a syllabus to incorporate the scholarship on women. In the fourth semester participants were encouraged to meet to discuss their experiences in the classroom with the new material.

**Funding:** $8,000. Source(s): Project Quill, Association of American Colleges.

**Outcome:** Revised syllabi were presented at a faculty development workshop for the whole College, a Women's Studies minor was developed, and the administration included integrating women's studies as one of the goals of the 5-year plan.

## Integrating Gender Scholarship: Transforming the Curriculum

**Location:** Ohio University, Athens, OH

**Dates:** 1987 - 1988

**Project director(s):** Linda Hunt, English, Ohio University, Athens, Ohio 45701-2979; phone: (614) 593-2781; fax: (614) 593-0482.

Aileen Hall, Director, Women's Studies, Ohio University, Athens, Ohio 45701-2979; phone: (614) 593-4688; fax: (614) 593-0486.

**Number of participants:** 9 faculty revised courses; several hundred attended lectures.

**Disciplines involved:** Art, business, education, engineering, history, philosophy, sociology, speech.

**Description:** The long term purpose of this project was to create a balanced curriculum that represented more accurately the experience, achievements, and point of view of the female half of humanity. The first step involved awarding summer stipends of $1,250 to each of eight faculty members who spent the summer revising existing courses to incorporate the important new scholarship on women and gender. The Curriculum Revision Committee, composed of faculty and administrators from departments and colleges throughout the University, implemented this first stage by working to make faculty members aware of the project and encouraging them to apply. The Committee also developed criteria on the basis of which applicants were selected for awards. In preparation for the summer work, a consultant who had participated in curriculum transformation on her own campus was brought in to give a lecture that was open to the University. She also consulted with the nine faculty members on an individual basis in the spring before they began their summer work.

**Funding:** $10,000. Source(s): Ohio University.

**Outcome:** 9 courses were revised.

## Third World Studies: Integrating Third World Women into the Curriculum

**Location:** Old Dominion University, Norfolk, VA

**Dates:** 1980 - 1982 on campus; 1983 summer trip to the Ivory Coast & Tanzania.

**Project director(s):** Jerry Bookin-Weiner, Director, International Programs, Old Dominion University, Norfolk, VA 23429-0078.

**Other contact person(s):** Nancy Topping Bazin, English, Women's Studies, Old Dominion University.

**Number of participants:** 10

**Disciplines involved:** Anthropology, criminal justice, economics, education, English, geography, history, women's studies.

**Description:** Ten ODU faculty from different fields attended bi-monthly seminars on the Third World. Topics included integrating Third World women into the women's studies curriculum as well as into other disciplines. Geographer Christine Drake created a women's studies course, "Women in the Developing World." Nancy Topping Bazin integrated Third World women's perspectives and materials into three interdisciplinary women's studies courses, "Women in a Changing World," "Women's Spiritual Quest," and "Mothers and Daughters," and four English courses, "Women Writers," "Literature of the Developing World," "Contemporary World Literature," and "British Commonwealth Literature." Courses in several other fields were altered to include Third World women.

**Funding:** Not available. Source(s): U.S. Department of Education.

**Outcome:** About 16 courses were affected.

**Project publications:**

Bazin, Nancy Topping. "Integrating Third World Women into the Women's Studies Curriculum." *Frontiers* VII.2 (1983): 13-17.

MMWS

# A University for Everyone

**Location:** University of Oregon, Eugene, OR

**Dates:** 1989 - 1991

**Project contact(s):** Barbara Pope, The Center for the Study of Women in Society, 340 Hendricks Hall, University of Oregon, Eugene, OR 97403-1201; phone: (541) 346-5015.

**Number of participants:** An average of 20 faculty and graduate students attended each workshop; 71 faculty and graduate students attended one or more workshops; an average of 100 attended each lecture.

**Disciplines involved:** English, history, humanities, political science, sociology.

**Description:** "A University for Everyone" was a two-year curriculum development project to integrate scholarship about women of color into survey courses at the University of Oregon. We designed the project to fit the specific needs of a very homogeneous campus in a relatively isolated western state. Because the project was the first full-scale attempt to promote curriculum integration of either race or gender at the University, the goals were three-fold: (1) building awareness of the need to integrate materials on race and gender into all relevant areas of the curriculum; (2) finding means of supporting undergraduate and graduate students of color and/or students interested in learning about women of color; and (3) fostering the acquisition of a library collection adequate to the task of curriculum integration.

Participating departments were involved early in the decision process. The project director worked closely with the departments to identify and recruit the five visiting scholars. Inés Talamantez spoke on Apache and Navajo initiation of girls into women's spiritual and cultural values; Jewel Prestage addressed the role of African-American women in U.S. politics; Elizabeth Higginbotham discussed class background in the lives of educated Black women from a sociological perspective; Deborah Gray White presented lectures on the problem of class in Black women's national organizations and on the consequences of the depression for African-American women; and Norma Alarcón talked about Chicana literature and "Writing Across Borders." An advisory board was convened to serve as the main bridge between women's studies and ethnic studies; it also made suggestions for the resource library, selected a graduate assistant for the project, and helped set up a film series for the 1989 fall quarter.

Visiting scholars met with minority students for lunch and also with interested community leaders. In the 1990 spring quarter, the Center for the Study of Women in Society funded the visit of Dr. Rose Brewer to teach a course for graduate and undergraduate students on the Sociology of Women of Color. She also facilitated a weekly faculty seminar on Race, Class, and Gender, and Feminist Theory. During the 1990 summer term, faculty met in a single interdisciplinary seminar to revise syllabi for their courses; consultant funding was used to hire Dr. William Toll, an independent scholar who has taught African-American history and ethnic studies and who has written widely on women and ethnicity. Alice Chai, a sociologist from the University of Hawaii, was in residence during the 1991 spring quarter, teaching a course for graduate and undergraduate students and facilitating a faculty seminar on women of color.

**Funding:** $100,000 over 2 years. Source(s): The Ford Foundation; Center for the Study of Women in Society, University of Oregon.

**Outcome:** 21 courses were affected.

**Project publications:**

History bibliography, model syllabi in history, literature, and sociology in Fiol-Matta, Liza, and Mariam Chamberlain, eds. *Women of Color and the Multicultural Curriculum: Transforming the College Classroom.* New York: Feminist Press, 1994.

## Difference, Power, and Discrimination Program

**Location:** Oregon State University, Corvallis, OR

**Dates:** Summer 1992 - present

**Project director(s):** Barbara Paige, Anthropology, Director of Difference, Power, and Discrimination Program, Oregon State University, Corvallis, OR 97331-6210; phone: (541)737-6136; fax (541)737-2434; e-mail paigeb@cla.orst.edu.

**Number of participants:** 6 on advisory committee; approximately 50 faculty have completed the Faculty Development Seminar and currently teach or will teach DPD courses.

**Disciplines involved:** DPD is a university-wide faculty development program. Faculty from any discipline can apply and be accepted into the Seminar.

**Description:** The project began in response to a faculty senate vote to have a Difference, Power, and Discrimination requirement in the basic baccalaureate core. The assumption was that faculty would need training to analyze structural inequality. The basic unit of the program is the Faculty Development Seminar, which is offered through the winter academic quarter. Each faculty participant receives a modest stipend. Also offered are quarterly colloquia and brown bag discussions called "Teaching Difference," as well as workshops on pedagogy. One-on-one consultation for the creation or the revision of syllabi is encouraged. A resource room has been created containing syllabi, articles, books, videos, and newsletters on content for each discipline, on curriculum transformation in general, and on pedagogy. Presentations are given to departments and to deans of other Colleges within the University on these issues, as well as in the classroom. In order to meet the criteria for the baccalaureate core requirement, the revised or developed courses must focus on two or more U.S. groups that are currently experiencing discrimination, and include the origins, operation, and consequences of structural and institutional discrimination.

**Funding:** $500,000 over 5 years. Source(s): Oregon State University, Academic Affairs.

**Outcome:** Thirty-five DPD courses are currently offered, and 10 additional courses are being developed or revised.

**Project publications:**

*Revisions*. Newsletter of The Difference, Power and Discrimination Program at Oregon State University. A DPD brochure.

A curriculum manual, one which focuses on OSU's unique across-the -curriculum structure (e.g., sciences, humanities, and social sciences), is in process and has a target publication date of the fall of 1998.

## Gender in a Coed World: Issues for Schools & Families

**Location:** The Park School, Brooklandville, MD

**Dates:** 1995

**Project director(s):** John Mason, Director, Center for Contemporary Education, The Park School, Old Court Road, Brooklandville, MD 21022-1491.

Barbara Hoyt, Conference Chair, The Park School, Old Court Road, Brooklandville, MD 21022-1491.

**Number of participants:** 1,000

**Disciplines involved:** All K-12 education.

**Description:** This conference was an expression of the organizers' conviction that attention should be given to a broad view of gender and development as experienced by both girls and boys, and that all educational institutions, public and private, coed and single sex, have a responsibility to join the dialogue about gender.

The majority of parents and educators had not had the opportunity to study much of the research in gender studies. The conference provided a new model of cooperative inquiry by bringing together educators and researchers from many different perspectives, and by acknowledging the interests of students, teachers, and parents.

**Funding:** Not available. Source(s): The Park School; The Thomas and Elizabeth Sheridan Foundation; The Morton and Sophia Macht Foundation; The Harry L. Gladding Foundation; The Baltimore Gas and Electric Corporate Grants Program; the Krieger Family Fund; and a private donor.

**Project publications:**

Reports and resources are available from the Park School's Center for Contemporary Education and on the World Wide Web at http://www.parkccc.org/edres/edres/html#Gender.

CMTI

## Multicultural Women's Studies Summer Institute

**Location:** Parkland College, Champaign, IL

**Dates:** Summer 1994

**Project director(s):** Pauline Kayes, Office of Women's Programs and Services, Parkland College, 2400 W. Bradley, Champaign, IL 61821; phone: (217) 351-2541 x220; fax: (217) 373-3836.

**Number of participants:** 21 representatives from 12 community colleges.

**Disciplines involved:** History, English, literature, sociology, reading, film studies, and psychology.

**Description:** A three-week, summer institute was attended by representatives of twelve Illinois community colleges: Harper, Kaskaskia, Illinois Central, Lincoln Land, Parkland, Lewis and Clark, Danville, Wilbur Wright, Truman, Shawnee, Kennedy-King, and State. In preparation for the Institute, the project director surveyed participants to determine their level of familiarity with multicultural women's studies theory and scholarship and their interests and needs related to research and curriculum reform. The activities of the Institute included: intensive reading; research projects conducted at the University of Illinois Women's Studies/Women in International Development Library under the guidance of the women's studies librarian; review and application of curriculum transformation theories and feminist pedagogy; evaluation of the extent of the "chilly climate" at their home institutions; and development of plans for communicating their work to their colleagues and for establishing a network of Illinois community college faculty committed to gender-balanced, multicultural education. Thirteen speakers/consultants, including Cheris Kramarae and Dale Spender, discussed the influence of multicultural feminist scholarship on their own work and on the academic disciplines. Participants were made aware of the complexity of recent feminist scholarship and of the resources available to them for course revision. Specific steps to improve the climate for multicultural reform at their own institutions were identified.

**Funding:** $25,000. Source(s): The Ford Foundation.

CMTI

# Bay Area Consortium to Mainstream the Scholarship on Women

**Location:** Peralta Community College District (Alameda, Alameda, CA; Laney, Oakland, CA; Merritt, Oakland, CA; and Vista, Berkeley, CA)

**Dates:** 1994

**Project director(s):** Leslie Fleming and Barbara Joans, Merritt College, 12500 Campus Drive, Oakland, CA 94619; phone: (510) 436-2607.

**Number of participants:** Not available.

**Disciplines involved:** All disciplines but emphasis on sociology/anthropology, speech/communication, biology/chemistry, and political science/history.

**Description:** Five Bay Area community colleges (Alameda, Laney, Merritt, Vista, and Diablo Valley), one four-year college (Mills), and one university (San Francisco State) formed a consortium that, through the exchange of ideas and resources, encouraged mainstreaming of feminist pedagogy and scholarship on women. Five workshops combined theory and application on the following topics: Stage Theory on Integrating Women and Ethnicity into the Curriculum, Women-Centered Approaches to Presentational Speaking, Integrating Gender into Foundation Courses in Anthropology and Social Sciences, and Directions of Feminist Discourse in the 90s: Global, Transnational, Pluralistic, Inclusive of Women of Color. The workshop leaders and consultants provided practical techniques and concrete examples to illustrate complex issues, annotated and cross-referenced bibliographies, and other resource materials.

**Funding:** $10,400. Source(s): The Ford Foundation.

**Outcome:** New or revised teaching modules were created in Speech/Communication and in Anthropology/Sociology--fourteen courses in all, emphasizing technology, innovative teaching, cooperative and experiential learning, learner-centered experiences, and other techniques geared to promote women's self-esteem and academic success. The project also supported the development of a Re-entry Course for Women to help students develop self-confidence, gain skills for successful functioning in an academic environment, and become comfortable in a multicultural milieu.

## Women in World History

**Location:** PATHS/PRISM: The Philadelphia Partnership for Education, Philadelphia, PA

**Dates:** 1992 - 1995

**Project director(s):** Shirley Brown, PATHS/PRISM: The Philadelphia Partnership for Education, 7 Franklin Parkway, Suite 700, Philadelphia, PA 19103; phone: (215) 684-5093.

**Other contact person(s):** Ruth Mazo Karras, Lead Curriculum Consultant.

**Number of participants:** Began with 25, increased to 35 by second year.

**Disciplines involved:** English, foreign languages, librarians, social studies.

**Description:** PATHS/PRISM: The Philadelphia Partnership for Education, a public-private partnership dedicated to school renewal, sought funding to infuse women's history into the new World History Curriculum being developed by the Philadelphia university/public school system. Teams of three from eight participating high schools were responsible for creating a curriculum that could either be infused into the existing World History Project or used as a stand-alone curriculum. A series of seminars were given one Saturday per month which included visiting scholars, reading a wide range of materials, and conducting research on a topic that would fit into the participants own interests and the school's goals and which met the requirements of the World History Project.

Then there was a two-week summer writing institute in which participants refined their work, creating a curriculum draft which acccomodated the needs of interdisciplinary instruction. In 1993-1994, an assessment colloqium was held to determine the effect of Women in World History in the classroom. Participants also met four times throughout that year to update their information, gather feedback, and to explore available resources. An eight-day summer institute was held in 1994 to revise the curriculum for the final draft. Finally, an event was held to let people know about Women in World History in addition to other outreach strategies aimed at increasing awareness and disseminating information through conferences and presentations.

**Funding:** $90,000. Source(s): U.S. Department of Education, International Research and Studies Program.

**Outcome:** All participants made revisions, and there was a residual effect.

WSP

# Gender Awareness Program (GAP)

**Location:** Pima Community College, Tucson, AZ

**Dates:** 1987 - 1988, with some ongoing programs

**Project director(s):** Kathie Snow White, Pima Community College, Community Campus, 1901 North Stone Avenue, Tucson, AZ 85709-5045; phone: (602) 884-6459, fax: (520) 884-6542, e-mail: kwhite@pimacc.pima.edu.

**Other contact person(s):** Tim Wernette, associate faculty.

**Number of participants:** 76 total in 2 workshops.

**Disciplines involved:** Advertising art, anthropology, art, astronomy, auto mechanics, biology, business management, computer science, construction, developmental education, drafting, English, graphics technology, health and related professions, history, humanities, machine tool, mathematics, nursing, political science, psychology, sociology, theater, welding.

**Description:** A faculty and staff training program aimed at increasing awareness included the use of a college bulletin with informational inserts appearing in the form of a "Did you know?" statement. Pima Community College administration received information through a large workshop addressing issues of gender and sex role stereotyping and an affirmative action equal employment opportunity inservice workshop. Presentations were also given to students and the Women's Reentry Program at Pima Community College; two workshops were held at the Training and Development Center. As well as fostering awareness of gender and sex role stereotyping, another goal of these workshops was to encourage students to consider non-traditional vocational programs. A workshop for the Hispanic Mother-Daughter Program participants included life planning materials aimed at discouraging students from limiting their educational and career aspirations. Outside scholars representing six different traditional disciplines were brought in as part of a series of career exploration workshops for faculty and students. This series of six weekend workshops included sensitivity training for the faculty and information on including gender materials in their traditional coursework. Faculty were paid to develop instructional units or to revise their entire syllabi; revised syllabi were then made available in the library. The librarian also assembled and made available an annotated bibliography. As an outgrowth of this, a program entitled Teacher-to-Teacher was developed. This is an ongoing sensitivity training program for faculty, given in a series of four workshops, two per semester, for which faculty can receive professional growth units.

**Funding:** $4,500. Source(s): Carl Perkins Fund; Western States Project on Women in the Curriculum (WOSAC), a project of Southwest Institute for Research on Women (SIROW), University of Arizona.

**Outcome:** At least 15 courses were affected.

**Project publications:**

GAP (Gender Awareness Program) newsletter.

Western States Project is discussed in Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

## Prince George's County Teacher Training Institute

**Location:** Prince George's County, MD

**Dates:** January - December 1993; January - July 1994; Summer 1995, 1996

**Project director(s):** Sharon Harley, Afro-American Studies, University of Maryland at College Park, 2169 Le Frak Hall, College Park, MD 20742; phone: (301) 415-1162; fax: (301) 314-9932.

For summer module, co-director Rhonda Williams, Afro-American Studies, University of Maryland College Park, 2169 Le Frak Hall, College Park, MD 20742; phone: (301) 415-1162.

**Number of participants:** 35 each year.

**Disciplines involved:** Curriculum and instruction, English, French, history, music, social science, social studies; a broad range.

**Description:** In 1993, this was a three-module project devoted to curriculum transformation for K-12 teachers in the Prince George's County schools. The project had an Afro-American focus with a feminist slant. Module I was on History and Culture, run by Professor Harley on the basis of selected readings. Modules II and III were on Social Science and Public Policy and on Black Studies based on classic readings, respectively. In the subsequent year, the director reduced the project to two modules, a History and Culture module and a Public Policy module.

**Funding:** $140,000 over 3 years. Source(s): Prince George's County Public Schools.

**Outcome:** Goals were open-ended; faculty could revise a teaching unit for use in their classrooms or for themselves.

## Middle School American History: The Chorus of Voices Rehearing U.S. History

**Location:** Princeton University, Princeton, NJ

**Dates:** July 1994

**Project director(s):** Deborah Gray White, History, Rutgers University, CN 5059, New Brunswick, NJ 08903; phone: (908) 932-8522; fax: (908) 932 6763; e-mail: whited@haven.ios.com.

**Other contact person(s):** Dale Koepp, The Woodrow Wilson Fellowship Foundation, CN 5281, Princeton, NJ 08543-5281; phone (609) 452-7007.

**Number of participants:** 47

**Disciplines involved:** African-American studies, American studies, education, women's studies.

**Description:** The program's objective was to give middle school teachers from across the United States the opportunity to enrich their knowledge of American history and to experiment with some of the new ideas and approaches to the subject. The institute used lectures, group discussions, and field trips to introduce teachers to recent research on Native Americans, African Americans, immigrants, and women. Attention was paid to the way ordinary Americans structured their lives during different periods of time, and how the people of the American nation influenced the political, economic, and social policies of their chosen leaders. The faculty included university professors and secondary school teachers who were responsible for lectures, workshops, and computer lab activities. Every participant was involved in one or more curriculum projects which was published in a curriculum guide available to school teachers around the country.

**Funding:** Not available. Source(s): Woodrow Wilson Fellowship Foundation; DeWitt Wallace-Reader's Digest Fund.

**Outcome:** Teachers returned to their schools with multicultural curriculums; participants chose three teachers to carry on curriculum development by conducting regional workshops during two successive summers.

**Project publications:**

*The DeWitt Wallace-Readers Digest Fund 1994 Curriculum Module* published by the Woodrow Wilson Fellowship Foundation.

WSAIS

# Feminism, Identity and Politics in Latin America

**Location:** Princeton University, Princeton, NJ

**Dates:** 1995 - 1998

**Project director(s):** Jeremy Adelman, Department of History, 129 Dickinson Hall, Princeton University, Princeton, NJ 08544; phone: (609) 258-5562; fax: (609) 258-5326; e-mail: adelman@princeton.edu.

Debra Nord, Women's Studies, English, 22 McCosh Hall, Princeton University, Princeton, NJ 08544; phone: (609) 258-4064; fax: (609) 258-1607.

**Number of participants:** Varies according to activity.

**Disciplines involved:** Women's studies and Latin American studies.

**Description:** The project will support the development of a new course on gender in Latin America or in Latino communities in the United States. In addition, a visiting faculty member will teach a course to complement, both in disciplinary and regional orientation, the work of Princeton's faculty. The project will also organize a public event on women and Latin America during each of three semesters.

**Outcome:** Yet to be determined.

**Funding:** $50,000. Source(s): The Ford Foundation; Latin American Studies Program, Princeton University.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, Melaine Velez. *Women's Studies, Area & International Studies Curriculum Integration Project.* New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, New York 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

NJP

## Curriculum Transformation Training Workshops

**Location:** Ramapo College, Mahwah, NJ

**Dates:** January - May 1992

**Project co-director(s):** at Ramapo College, Mahwah, NJ 07430-1681:
Kathleen Fowler, Ph.D., Associate Professor of English; phone: (201) 529-7565; fax: (201)529-7508; e-mail: kfowler@ramapo.edu.

Frances Shapiro-Skrobe, Ph.D., Associate Dean, The Division of Basic Studies and Professor of English; phone: (201) 529-7553; fax: (201)529-7508; e-mail: fskrobe@ramapo.edu.

Rosetta Geller, M.A., Supervisor of the Academic Skills Center; phone: (201) 529-7561; fax: (201)529-7508; e-mail: rgeller@ramapo.edu.

Ramon Reyes, M.A., Writing Lab Coordinator and Developmental Writing Coordinator, The Academic Skills Center; phone: (201)529-7559; fax: (201)529-7508; e-mail: rreyes@ramapo.edu.

**Number of Participants:** Total attendance in seven workshops, 279 faculty.

**Disciplines involved:** Anthropology, mathematics, social sciences, literature, biology, chemistry, and English.

**Descriptions:** A series of seven workshops utilizing outside and videotaped speakers provided a general introduction to curriculum transformation and addressed issues in specific disciplines. The workshops were scheduled during a college open period, involved official invited discussant faculty, and co-sponsorship by administrators and relevant campus groups. The first workshop began with a talk by Paula Rothenberg in which she provided a philosophical and epistemological analysis of the ways in which specific groups in our society are marginalized and made invisible. The second workshop on history and American studies utilized a videotaped speech of Kenneth Goings, professor of history at Florida Atlantic University, in which he defined and illustrated three stages of curriculum transformation. The third workshop, Inventing Anthropology, stimulated discussion with an excerpt from a videotaped presentation by Sandra Morgen, Center for Research on Women in Oregon. The fourth workshop featured excerpts of a tape by Sue Rosser, University of South Carolina Medical School, focusing on biases in the sciences. For the fifth workshop Wendy Kolmar, English, Drew University, presented an overview of how the literary canon and the teaching of literature has changed. The sixth workshop on feminist pedagogy was led by Nancy Leech, director of the writing program at Rockland Community College. The seventh workshop was a wrap-up session led by team members and discussants from the previous workshops.

**Funding:** $1,875 and in kind contributions. Source(s): Ramapo Center for Intercultural Education.

**Outcome:** The workshops provided the basis for revision of diverse courses, including several interdisciplinary collaborations. Further course development is ongoing.

**Project Publications**:

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

Shapiro-Skrobe, Frances, Kathleen Fowler, and Rosetta Geller. "Curriculum Transformation at a 4-Year College: Taking the First Steps," in Ellen G. Friedman, Wendy K. Kolmar, Charley B. Flint, and Paula Rothenberg eds. *Creating an Inclusive College Curriculum, A Teaching Sourcebook from the New Jersey Project.* New York: Teacher's College Press, 1996.

## Women in Law, History, and Literature

**Location:** Richard Stockton College, Pomona, NJ

**Dates:** 1985 - 1987

**Project director(s):** Audrey Wolfson Latourette, Law, Richard Stockton College, Professional Studies Division, Jim Leeds Road, Pomona, NJ 08240; phone: (609) 652-4426; fax: (609) 652-4858.

**Number of participants:** 15 visiting scholars; approximately 300 students, staff, faculty.

**Disciplines involved:** History, law, literature.

**Description:** A Visiting Scholars Seminar Series was organized wherein noted scholars engaged faculty and students in defining the status of women at significant stages in American history as mandated by law, as reinforced by cultural stereotypes, and as reflected in literature. Four seminars were held which hosted experts from three disciplines. Subsequently, an advanced level humanities course entitled "Women in Law, History, and Literature" was introduced into the Stockton curriculum in fall, 1986.

**Funding:** $10,000 over 2 years. Source(s): New Jersey Department of Higher Education, New Jersey Humanities Grant Program.

**Outcome:** 1 course was developed and 4 were revised.

**Project publications:**

Wolfson Latourette, Audrey. "The Women in Law, History, and Literature Project: Strategies for Faculty Self-education Through a Multi-disciplinary Approach." *Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class. Selected Proceedings from a Regional Conference. Ursinus College, Collegeville, PA. Ephemera.* Gaithersburg, MD: Belles Lettres, Inc., 1989.

NJP

# Transforming the Curriculum: Women's Place Is in the Curriculum

**Location:** Richard Stockton College, Pomona, NJ

**Dates:** 1987 - 1988

**Project director(s):** Nancy L. Ashton, Psychology, Women's Studies, Richard Stockton College, Pomona, NJ 08240; phone: (609) 652-4300.

**Number of participants:** 6 - 8 people worked on the grant itself; 150 faculty attended workshops and sessions with speakers.

**Disciplines involved:** All disciplines were involved in workshops and speakers' sessions. Economics, health, nursing, political science, psychology, social work, and sociology were represented on the grant staff.

**Description:** During three paid half-day workshops, faculty engaged in exercises related to integrating gender, race, and class into their courses. A different guest scholar spoke at each day's workshop. These presentations were open to the community. A panel of alumni discussed education, gender, race, and class. The workshops also emphasized library development, acquisitions of books and other curriculum materials, and circulation of articles and handouts among the participants.

**Funding:** $24,000. Source(s): Humanities Grant from New Jersey Department of Higher Education; Stockton State College.

**Outcome:** Over 15 courses were affected.

**Project publications:**

Ashton, Nancy. "Inclusive Education," *Transformations* 1, 1 (1990): pp. 30-35.

—— "Student Converts and Allies." *Ephemera* 1 (1989): 107-109.

—— "Involving Faculty in Curriculum Transformation: Overcoming Resistance at Richard Stockton College," in Ellen G. Friedman, Wendy Kolmar, Charley Flint, and Paula Rothenberg, eds. *Creating an Inclusive College Curriculum: A Teaching Sourcebook from the New Jersey Project.* New York: Teachers College Press, 1996.

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

NJP

## The Pedagogy of Inclusion

**Location:** Richard Stockton College, Pomona, NJ

**Dates:** 1988 - 1989

**Project director(s):** Penny Dugan, Writing, Women's Studies, Richard Stockton College, Pomona, NJ 08240; phone: (609) 652-4300.

**Other contact person(s):** Nancy L. Ashton, Psychology, Women's Studies, Richard Stockton College; phone (609) 652-4300.

**Number of participants:** 15 for summer institute; additional 50 at speaker sessions.

**Disciplines involved:** Arts and humanities, social sciences, health and business professional studies, mathematics, writing.

**Description:** Through the use of guest speakers, the goal of this project was to increase faculty awareness about gender issues . A two-week intensive summer institute was held for an interdisciplinary group of faculty. Each participant was required to produce a syllabus for a new or modified course and a bibliography related to integrating gender, race, ethnicity, and class in their discipline. The institute included guest scholars, student participation, discussion of pedagogy, as well as readings.

**Funding:** $58,623. Source(s): New Jersey Department of Higher Education Humanities Grant; matching funds from Richard Stockton College.

**Outcome:** 15 - 20 courses were affected.

**Project publications:**

Ashton, Nancy. "Inclusive Education." *Transformations*, 1990.

"Student Converts and Allies." *Ephemera,* Selected Proceedings from a Regional Conference at Ursinus College, Collegeville, PA, entitled *Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class.* Gaithersburg, MD: Belles Lettres, Inc., 1989.

Smith, Carol, Ferris Olin, and Wendy Kolmar. T*he New Jersey Project: Integrating the Scholarship on Gender, 1986-1990.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

NJP

# Balancing the Curriculum and the Campus Environment at Rider College with Respect to Race, Class, and Gender

**Location:** Rider College, Lawrenceville, NJ

**Dates:** 1988 - 1989

**Project director(s):** Virginia Cyrus, English, Women's Studies; phone: (609) 895-5570.

Lise Vogel, Sociology; phone: (609) 895-5463, Rider College, Lawrenceville, NJ 08648-3099.

**Other contact person(s):** Carol Nicholson, Philosophy; phone: (609) 895-5445.

Mary Pinney, Continuing Studies; phone: (609) 896-5033.

Anne Law, Psychology; phone: (609) 895-5436.

**Number of participants:** 6 faculty involved in interdisciplinary course development; 10 faculty involved in faculty development seminar; 12 students and faculty in focus group. Many attendees at public symposia open to campus and community.

**Disciplines involved:** Various, including communications, early childhood education, economics, elementary and secondary education, English, fine arts, foreign languages, history, literature, philosophy, political science, psychology, sociology.

**Description:** The project had four major components: a public symposium series; interdisciplinary course development; a faculty development program; and a focus group. Outside scholars were invited to speak and to lead workshops during the public symposium series. Participants produced a course that addressed the issues of race, class, and gender for inclusion in the core curriculum in the interdisciplinary course development component of the project. During the faculty development program, faculty members created annotated bibliographies in their disciplines, and each participant revised a course. The focus group included eight black female students and four faculty, who explored the experiences of minority and female students.

**Funding:** $82,000. Source(s): New Jersey Department of Higher Education; Rider College.

**Outcome:** 10 courses were transformed; a new course, "Race, Class, and Gender in Contemporary America," was developed and taught; the entire campus became more aware of multicultural and gender issues.

**Project publications:**

*Bridging the Gap: Balancing the Curriculum and the Campus Environment at Rider College with Respect to Race, Class and Gender, 1988 - 1989.* (Available from Rider University.)

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

**Other:** This project continued to flourish after 1989 under the title: "Race, Class, Gender, and Ethnicity Project."

## Race, Class, Gender, and Ethnicity Project

**Location:** Rider University, Lawrenceville, NJ

**Dates:** 1992 - present

**Project director(s):** Lise Vogel, Sociology; Rider University, Lawrenceville, NJ 08648-3099; phone: (609) 895-5463.

**Other contact person(s):** Virginia Cyrus, English and Women's Studies; phone: (609) 895-5570.

Carol Nicholson, Philosophy; phone: (609) 895-5445.

Mary Pinney, Continuing Studies; phone: (609) 896-5033.

Anne Law, Psychology; phone: (609) 895-5436.

**Number of participants:** Varies by year; see description, below.

**Disciplines involved:** Varies by year; see description, below.

**Description:** The project is a continuation of the 1988-89 project called "Balancing the Curriculum and the Campus Environment at Rider College with Respect to Race, Class, and Gender." The current project has three main activities: (1) faculty development provides ways for faculty to become more aware of the new scholarship on race, class, and gender, and thereby to incorporate it in their teaching; (2) the interdisciplinary course on "Race, Class, and Gender in Contemporary American Society" introduces students to the study of multicultural and gender issues; seven or eight sections are offered each academic year; (3) public programs enhance campus knowledge and awareness about issues of race, class, gender, and ethnicity.

**Funding:** Not Available. Source(s): Office of the Provost, Rider University.

**Outcome:** 10 courses were revised.

**Project Publications:**

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

NJP

## Model of Persistence: Women Artists in the 20th Century

**Location:** Douglass College, Rutgers University, New Brunswick, NJ

**Dates:** 1986 - 1987

**Project co-director(s):** Ferris Olin, Douglass Library, Douglass College, 27 Clifton Avenue, New Brunswick, NJ 08903; phone: (908) 932-9407.

Judith Brodsky, Center for Print and Paper, Visual Arts Department, Rutgers University, New Brunswick, NJ 08903; Phone: (908) 932-2222 x811.

Hildreth York, Department of Art and Design, Rutgers University, Newark NJ 07102

Louise Duus, Associate Dean, Douglass College, New Brunswick, NJ 08903

**Number of participants:** 70 students and 100 others, including conference participants and outside guests and speakers.

**Disciplines involved:** Art history, English, history, museum studies, political science, visual arts, and women's studies.

**Description:** The project developed a two-semester visual art course in preparation for revising a 20th century American art course. The students learned about the history of the 20th century by focusing on the lives and works of two contemporary American women artists; Minna Citron, (90 years old) and Bernarda Bryson Shahn (mid-80's). The students interviewed the artists, conducted primary research in archives, listened to guest lecturers, produced 30-minute, TV quality videos on each artist, created an exhibition for each artist, published exhibitor catalogs, and organized a state-wide conference at which they presented their research.

**Funding:** $30,000. Source(s): New Jersey Department of Higher Education.

**Outcome:** 2 courses were affected.

**Project publications:**

Teacher's Guide. *For Models of Persistence*, Minna Citron at 90.

Bernarda Bryson Shahn. *The Continuing Creative Journey*.

Smith, Carol, Ferris Olin, and Wendy Kolmar. *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1990*. Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

SEED

## The New York/New Jersey Faculty of Color Seminar

**Location:** Sites: New Jersey campuses, including Rutgers University and William Paterson College. Sponsor: National SEED Project on Inclusive Curriculum, Wellesley College Center for Research on Women, Wellesley, MA.

**Dates:** 1992 - 1995

**Project director(s):** Seminar Coordinator: Willa Cofield, New Jersey State Department of Education, 240 South Harrison Street, East Orange, NJ 07018; phone: (201) 266-8660; fax: (201) 414-4406.

**Other contact person(s):** Sponsors: Peggy McIntosh and Emily Style, National SEED Project Co-directors, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

**Number of participants:** 8 - 20 college and school teachers from the New York/New Jersey area, all of whom are persons of color.

**Disciplines involved:** All.

**Description:** The seminar met once a month throughout three academic years to discuss ways of making education and society more multicultural and gender-fair and to further strengthen the network of scholar/educators of color in the New York/New Jersey area.

**Funding:** $8,000 - $10,000 per year. Source(s): Anonymous.

**Outcome:** The seminar increased the capacity of participants to address diversity concerns in their own lives and in their workplaces, and to use each other as network resources for curricular and institutional change.

WSAIS

# New Curricular Frameworks: A Gender/Area Studies Collaboration

**Location:** Rutgers University, New Brunswick, NJ

**Dates:** 1996 - 1998

**Project director(s):** Barbara Balliet, Director, Women's Studies Program, Rutgers University, Douglass College, P.O. Box 270, New Brunswick, NJ 08903; phone: (908) 932-0331; fax: (908) 932-1335.

**Number of participants:** Yet to be determined.

**Disciplines involved:** Women's studies and Russian, Central and East European studies.

**Description:** In the first year (1996-1997) a seminar entitled "Locations of Gender: Central and Eastern Europe" will investigate a wide range of gender issues, including debates about rights, citizenship, ethnicity and nationalism, gender and representation, and women's studies and East European feminisms. Project participants will include scholars and graduate students from Rutgers University, Central and Eastern Europe, and other regional institutions. In the second year (1997-1998), lessons learned in the seminar will be integrated into the curriculum through the development of new courses, inclusion of new material into existing courses, and the creation of expandible, thematic, textual modules and five readers with annotated bibliographies.

**Funding:** $55,000. Source(s): The Ford Foundation.

**Outcome:** Yet to be determined.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, Melaine Velez. *Women's Studies, Area & International Studies Curriculum Integration Project*. New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, New York 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996*. Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

MMWS

# Curriculum Integration: Incorporating Women's Perspectives into the Curriculum

**Location:** St. Cloud State University, St. Cloud, MN

**Dates:** July 1988 - July 1990

**Project director(s):** Jane Carson, Associate Professor, Foreign Languages and Literature, St. Cloud State University, St. Cloud, MN 56301.

**Co-director(s):** Sandra Keith, Mathematics, St. Cloud State University.

**Number of participants:** Approximately 45 faculty.

**Disciplines involved:** Life and physical sciences, mathematics and economics.

**Description:** A two-day regional conference with the theme of "Commitment to Women/Gender in the Sciences and Mathematics," took place November 10 - 11, 1989. The conference addressed the need for more women to be involved in math and sciences. Among the topics discussed were reducing androcentric bias in pedagogic techniques, course structure, and choice of major in the life and physical sciences, mathematics, and economics.

**Funding:** $19,300. Source(s): The Ford Foundation; Honeywell; Cray; St. Cloud University.

## The Cultural Foundations Component of General Education

**Location:** St. Edward's University, Austin, TX

**Dates:** 1991 - 1992

**Project director(s):** Marianne Hopper, Director of University Programs, St. Edward's University, 3001 South Congress, Austin, TX 78704-6489; phone: (512) 448-8551; fax: (513) 448-8492.

Donna Jurick, Vice President of Academic Affairs, St. Edward's University, 3001 South Congress, Austin, TX 78704-6489; phone: (512) 448-8412.

**Other contact person(s):** Alan Altimont, School of Humanities, St. Edward's University; phone: (512) 448-8564.

Sybil Miller, School of Humanities, St. Edward's University; phone: (512)448-8571.

Terry Newton, School of Behavior and Social Sciences; phone: (512) 448-8574.

Anthony Florek, School of Behavior and Social Sciences; phone: (512) 448-8562.

Catherine Rainwater, School of Humanities, St. Edward's University; phone: (512) 448-8544.

**Number of participants:** Approximately 40 faculty; all undergraduates required to participate in an 18-hour sequence.

**Disciplines involved:** Art, dance, English literature, ethnic studies, foreign languages, history, political science, religion, social work, sociology, theater.

**Description:** In the spring of 1991 a Cultural Foundations Committee was formed and met to develop the set of courses that were to help students achieve a balanced understanding and appreciation for their own and other cultures. In April of 1991 the Cultural Foundations Committee recommended to the general faculty six specific core courses for which students would receive 18 credit hours and which would comprise the requirements in Cultural Foundations. The courses progress through the examination of American society from a multicultural perspective, to an investigation of the development of Western Civilization, and finally an exploration of non-Western societies and related global issues. The faculty, Academic Council, and Board of Trustees approved this course list and the courses appeared in the 1991-92 catalog as requirements for all incoming freshmen. From the summer of 1991 through the summer of 1992 a core faculty group was formed for each of the six Cultural Foundations courses. A series of workshops was held for each course in which faculty refined the course description, discussed and selected appropriate course materials and pedagogical techniques, and brought in outside experts as needed to deal with course content and process. The workshops resulted in each core faculty member developing an individual syllabus and being prepared to teach the course. A number of new courses were piloted beginning in the fall of 1991. Since the fall of 1992 the University has offered sections of all six Cultural Foundations courses every semester.

**Funding:** Not available. Source(s): Engaging Cultural Legacies, a project of AAC&U funded by the National Endowment for the Humanities (NEH); American Commitments, a project of AAC&U funded by The Ford Foundation.

**Outcome:** 6 courses were designed and implemented.

## Incorporating Gender into the Curriculum

**Location:** St. Joseph's University, Philadelphia, PA

**Dates:** 1989 - 1990

**Project director(s):** Concha Alborg, Modern Languages, St. Joseph's University, 5600 City Avenue, Philadelphia, PA 19131-1395; phone: (610) 660-1862.

**Other contact person(s):** Julie McDonald, Director, Gender Studies, Psychology, St. Joseph's University, 5600 City Avenue, Philadelphia, PA 19131; phone: (610) 660-1805.

**Number of participants:** 20 (10 each semester).

**Disciplines involved:** English, modern languages, philosophy, psychology, sociology, theology.

**Description:** Four faculty members attended a Pell Grant-sponsored conference at Ursinus College on their curriculum transformation project and decided to use it as a model. Margaret Andersen of the University of Delaware was invited to speak to faculty about incorporating gender into the curriculum. At that meeting, interested faculty members signed up for reading groups. These were held in the fall of 1989 and the spring of 1990 with the goal of effecting course revision.

**Funding:** Approximately $4,500 (including stipends). Source(s): St. Joseph's University Dean's Office and Faculty Development funds.

**Outcome:** About 15 courses were affected and a Gender Studies minor was established.

WSP

# Re-Claiming Our Heritage: Women's Studies at CSM

**Location:** College of Saint Mary, Omaha, NE

**Dates:** August 1984 - May 1985

**Project director(s):** Elizabeth Mulliken, College of Saint Mary, 1901 South 72nd Street, Omaha, NE 68124; phone: (402) 399-2419; fax: (402) 399-2341.

**Other contact person(s):** Sister Susan Severin, College of Saint Mary, Omaha, NE.

**Number of participants:** 63 faculty attended in-service activities; 48 attended library open house; 18 attended follow-up dialogue on women's studies; materials on women's studies were distributed to approximately 70 - 80 people; 4 - 5 people received small grants for integration of women's studies into syllabi.

**Disciplines involved:** Accounting, art, biology, business, chemistry, computer information management, education, English, history, interdisciplinary studies, mathematics, medical records administration, music, nursing, physical education, psychology, respiratory therapy, sociology, theology.

**Description:** Four in-service workshops were set up during the 1984-1985 academic year featuring outside speakers on the topics of women's studies, multicultural issues, and the practice of curriculum integration. Featured guests were Johnnella Butler, Smith College, and Patricia MacCorquodale, University of Arizona. Full-time faculty were required to attend, and were given materials which contained general information about women's studies, a bibliography of library holdings, and bibliographies specific to the participants' disciplines. Following one in-service workshop, a wine and cheese party was held at the library where books, periodicals, and audio-visual materials on ethnic and women's studies were displayed. Faculty were offered the opportunity to apply for small grants to support changing their syllabi. Applicants outlined a plan for the grant money as part of the selection process. Additional library materials on women's studies and curriculum integration were also purchased to facilitate the process of curriculum integration.

**Funding:** $9,000. Source(s): Southwest Institute for Research on Women, University of Arizona; College of Saint Mary.

**Outcome:** Four courses were redesigned; all faculty were introduced to the concepts.

SEED

## Toward a More Inclusive Curriculum (TAMIC)

**Location:** St. Paul's School for Girls, Brooklandville, MD

**Dates:** Fall 1987 - present

**Project leader(s):** Nancy Rich Marbury and Lydia Iddings, St. Paul's School for Girls, 11232 Falls Road, Brooklandville, MD 21022; phone: (410) 823-6323; fax: (410) 828-7238.

**Number of participants:** 20 - 25 participants at each meeting; Independent Baltimore schools involved: St. Timothy's School, Roland Park Country School, Garrison Forest School, Bryn Mawr School, Gilman School, Loyola High School, Oldfields School, Park School, McDonogh School, Mercy High School, St. Paul's School, St. Paul's School for Girls, Boys' Latin School, Friends School, Gibson Island Country Day School.

**Disciplines involved:** Middle- and upper-school computer, English, foreign language, history, librarianship, mathematics, physical education, religious studies, science.

**Description:** In 1987, the project leaders attended a National Seeking Educational Equity and Diversity (SEED) Project workshop run by Peggy McIntosh and Emily Style. From 1987 through this year, monthly meetings from September to May have been held at St Paul's School for Girls. During these meetings, discussions center around curriculum transformation with an informal exchange of ideas among participants. With representation from all school levels and a variety of academic areas, the meetings also serve as a collegial support group. Presentations have been given for the Association of Independent Maryland Schools (AIMS) and for the National Women's Studies Association, both regionally and nationally. In 1992, the co-leaders attended a National SEED Project reunion and the Teacher as Researcher (TAR) Conference. St. Paul's School for Girls is a member of the National Coalition of Girl's Schools. Affiliation with these organizations has served to enrich the work being done at St. Paul's School for Girls and strengthen its network of resources.

**Funding:** $1,000 in the first year to cover the cost of books. Source(s): St. Paul's School for Girls; Member schools pay for books for their faculties now.

**Outcome:** Courses and classrooms have been changed in all 15 schools.

## Cross-Cultural Perspectives in the Curriculum

**Location:** San Francisco State University, San Francisco, CA

**Dates:** 1981 - 1983

**Project director(s):** Deborah Rosenfelt, now at Women's Studies, 2101 Woods Hall, University of Maryland at College Park, College Park, MD 20742; phone: (301) 405-6883; fax: (301) 314-9190; e-mail: dr49@umail.umd.edu.

**Number of participants:** 70 faculty and administrators.

**Disciplines involved:** Economics, English, the Interdisciplinary Humanities Department, psychology, sociology, speech and communication studies.

**Description:** Six five-hour workshops were held in the fall. The project was a comparative study, with a gender focus, of racial/ethnic groups in the United States. An evaluator did follow-up visits to classrooms in the spring. At the end of the first year, a day of sessions on multi-disciplinary issues was held for the whole faculty, some of whom acted as discussion leaders. Eight faculty received assigned time for a semester in the following year for an intensive seminar in cross-cultural issues. In the third year, the project held a statewide conference and published a handbook of materials. The project became a model for the California State System.

**Funding:** About $150,000 over 2½ years. Source(s): Chancellor's Office of California State University; Zellerbach Family Fund.

**Outcome:** 30 courses were affected.

**Project publications:**

*Cross-Cultural Perspectives in the Curriculum: Resources for Change* (available through ERIC).

CMTI

# Mainstreaming the New Gender and Multicultural Research into the Community College Curriculum

**Location:** San Mateo County Community College District: Cañada College, Redwood City, CA; College of San Mateo, San Mateo, CA; and Skyline College, San Bruno, CA

**Dates:** January - May 1994

**Project director(s):** Diane LeBow, English, Women's Studies, Cañada College, 4200 Farm Hill Boulevard, Redwood City, CA 94061; phone: (415) 306-3224; fax (415) 306-3457.

**Other contact person(s):** Katherine Motoyama, Language Arts, College of San Mateo, 3401 College of San Mateo Drive, San Mateo, CA 94402; phone: (415) 574-6676.

**Number of participants:** 17 core faculty participants from a three-campus district; 50-70 participants in the seminars.

**Disciplines involved:** American studies, critical thinking/advanced composition, dance, English composition, English literature, ethnic studies, interpersonal communication, philosophy, political science, women's literature.

**Description:** During this one-semester project, three main seminars open to all faculty were held. Guest speakers of national reputation in women's studies and curriculum transformation were brought in from throughout the California System. Core faculty who attended all sessions met on their individual campuses to discuss materials and ideas for curriculum revision, then reunited in a working seminar in April for a discussion of specific problems and questions. In May, a Great Ideas for Teaching (GIFT) demonstration was held at which the core faculty, who represented a variety of disciplines, discussed pedagogy and effective materials. Ideas of the project were also disseminated through local newspaper and television coverage, receiving favorable community response. Several of the core participants intended to continue curriculum transformation projects.

**Funding:** $15,000. Source(s): The Ford Foundation; San Mateo Community College District Professional Development Fund.

**Outcome:** 15 courses were revised; books, feminist journals, and media materials, project bibliographies, transformed curricula, and videotapes of the seminars have been made available at the three campus libraries.

**Project publications:**

T.V. Show: KCSM "The State of Women's Studies." (Available: Contact Diane Lebow, Project Director, Cañada College.)

Lebow, Diane. "Women Writers: Multicultural Perspectives." *Women's Studies Quarterly* 24 (1996): 187-200.

Motoyama, Catherine T. "Revising an Interpersonal Communication Course." *Women's Studies Quarterly* 24 (1996): 113-117.

*Collaborative Bibliography for English Composition Courses.* (For copies contact Skyline College English Department, 3300 College Drive, San Bruno, CA 94066.)

Skyline College Faculty. *Collaborative Bibliography for English Composition Courses. Mainstreaming the New Gender and Multicultural Research into the Community College Curriculum: A Compendium of Curriculum Activities.* (For copies contact Diane LeBow, Project Director, Cañada College, Humanities Division.)

# SEED Project on Inclusive Curriculum: Seeking Educational Equity and Diversity

**Location:** Santa Rosa Junior College, Santa Rosa, CA

**Dates:** 1995 - 1997

**Project coordinator(s):** Brenda Collins, Behavioral Science Instructor, Santa Rosa Junior College, 1501 Mendocino Avenue, Santa Rosa, CA 95401; phone: (707) 527-4613.

**Number of participants:** Four facilitators have received training from the National SEED Project (two in July 1995 and two in July 1996). Fifty faculty members and three administrators have participated in monthly workshop sessions during 1995-96 and/or 1996-97.

**Disciplines involved:** Faculty members from the following departments have participated in the SEED seminars: Agriculture & Natural Resources Management, Art, Behavioral Science, Business Administration, Child Development, College Skills, Communication Studies, Consumer & Family Studies, Counseling & Guidance, Disability Resources, English, English as a Second Language, Extended Opportunity Program & Services, History, Modern & Classical Languages, Philosophy & Humanities, Psychology, Social Science, Theater Arts, and Vocational Projects & Services.

**Description:** The SEED seminars at Santa Rosa Junior College are a part of the National SEED Project on Inclusive Curriculum. The Co-directors of the National Project are Peggy McIntosh, Associate Director of the Wellesley College Center for Research on Women, and Emily Style, Diversity Coordinator for the Madison, NJ School District. The year long series of faculty-led SEED seminars (3 hours each month for 9 months) are designed to assist instructors in making the curricula gender-fair and multicultural. Faculty-centered faculty development parallels student-centered learning in that it puts instructors at the center of the process by supporting their personal and professional growth through discussions and exercises that provide understanding of systems of privilege and their *systemic* effects on gender, race, and class relations.

**Funding:** $17,000. Source(s): Santa Rosa Junior College.

**Outcome:** Fifty faculty members from 17 departments have received SEED training. This means that a minimum of 150 course sections per semester are now being taught at Santa Rosa Junior College by faculty who have participated in SEED seminars.

CMTI

# Infusing Feminist Methodology and Pedagogy into the Curriculum at Shelby State Community College

**Location:** Shelby State Community College, Memphis, TN

**Dates:** December 1993 - July 1994

**Project director(s):** Lovberta Cross, Shelby State Community College, P.O. Box 40568, Memphis, TN 38174-0568; phone: (901) 544-5205.

**Number of participants:** 49

**Disciplines involved:** African American studies, anthropology, communication studies, education, English composition, fine arts, history, law, math/algebra, music, nursing, philosophy, political science, psychology, social work, sociology, theater, women's studies.

**Description:** A series of faculty development projects, including seminars on feminist pedagogy and scholarship, and participation in a three-day summer institute on curriculum integration at University of Memphis were designed to meet the goal of developing an inclusive curriculum. Guest speakers conducted half-day workshops on curriculum integration and were invited to lead a series of seminars on feminist pedagogy and scholarship, which included practical instruction on the development of inclusive syllabi. Faculty attended in-service sessions focusing on the critical evaluation of feminist literature and the development of a bibliography representative of diverse disciplines and subject matter. A three-day workshop was held for core full-time faculty to assist them in the development of revised syllabi.

**Funding:** $10,500. Source(s): The Ford Foundation; Shelby State Community College.

**Outcome:** Core courses in anthropology, history, philosophy, political science, and sociology were revised. Books and articles on feminist pedagogy were added to the library holdings. Students and faculty were introduced to area resources on feminist scholarship.

# The Study of Women: Faculty and Curriculum Transformation Model

**Location:** Smith College, Northampton, MA

**Dates:** 1982 - 1990

**Project director(s):** Susan Van Dyne, Women's Studies Program, Hatfield Hall, Smith College, Northampton, MA 01063.

**Other contact person(s):** Marilyn Schuster, Smith College, Northampton, MA 01063.

**Number of participants:** 20 - 25 each year.

**Disciplines involved:** Liberal arts.

**Description:** Since its inception in 1983, the Smith College Women's Studies Program has conducted faculty development activities to help teachers not directly involved in research or teaching in women's studies to incorporate these materials and insights successfully in their courses. The Women's Studies Program provides an annual faculty development seminar in the fall and the Women's Studies Course Cluster every spring.

The faculty seminar introduces teachers to feminist scholarship and theoretical essays on feminist pedagogies; the course cluster enables teachers to try out these new insights in a collaborative teaching venture. Both of these programs are designed to demonstrate the intersections of gender, ethnicity, culture, and class. In the six-week interdisciplinary seminar, participants read landmark essays in five to eight academic fields and discuss them with twenty to twenty-five colleagues who usually include about half women's studies faculty and half newcomers. All participants receive a copy of "Selected Bibliography for Integrating Scholarship on Women in the Liberal Arts Curriculum," compiled by Marilyn Schuster and Susan Van Dyne (sixth edition, 1988).

The annual course cluster each spring enables faculty to build on the theoretical foundation of the seminar by teaching in interdisciplinary pairs. The course cluster links four established courses (often two women's studies and two "transformed" courses) in a public lecture and discussion series on a theme central to all the courses and that highlights directions in feminist scholarship. Teachers and students who would not ordinarily enroll in or teach a women's studies course have the opportunity to hear lectures in four different academic fields and discuss their implications for their own fields and coursework alongside more experienced women's studies faculty and students.

**Funding:** $50,000 over eight years ($5,500 annually). Source(s): Smith College, Women's Studies.

**Outcome:** In the eight years since the course cluster began approximately 1,600 students have shared this common learning experience; over the same period about 50 faculty members (about half new and half veterans each year) have explored feminist pedagogies while leading these discussion groups. The cluster has linked 32 courses from 18 different academic departments or programs: Afro-American studies, anthropology, art, classics, comparative literature, economics, English, German, government, history, Jewish studies, Latin American studies, music, philosophy, psychology, public policy, Spanish and Portuguese, and theatre.

**Project publications:**

Those interested in a description of the initial planning and early implementation (1980-1985) of the Smith model for curriculum transformation, should consult:

Schuster, Marilyn, and Susan Van Dyne, "Beyond Departmental Boundaries," Chapter 8 in *Women's Place in the Academy: Transforming the Liberal Arts Curriculum.* New York: Rowman & Allanheld, 1985, pp. 98-115.

# University of South Carolina System Model Project for the Transformation of Science and Math Teaching to Reach Women in Various Settings

**Location:** University of South Carolina System (Aiken, Beaufort, Coastal, Columbia, Lancaster, Salkehatchie, Spartanburg, Sumter, Union)

**Dates:** 1992 - 1994

**Project director(s):** Sue V. Rosser, now at Center for Women's Studies and Gender Research, 115 Anderson Hall, University of Florida, Gainesville, FL 32611; phone: (352) 392-3365; e-mail: srosser@wst.ufl.edu.

**Number of participants:** 25 tenured or tenure-track faculty from 9 diverse campuses.

**Disciplines involved:** Biology, chemistry, computer sciences, engineering, mathematics, physics, statistics.

**Description:** This NSF-sponsored program was a two-year project to design, implement, evaluate, and disseminate a model for helping teachers to better reach women in the classroom and retain them in science and technological careers. The project required collaboration among nine campuses which serve diverse populations throughout South Carolina. The twenty-five participating science and math faculty came from five two-year campuses, three four-year campuses, and one large graduate research institution. Each faculty participant attended intensive interactive workshops for ten days over a period of two years, and corresponded with the project director and the research assistant during interim periods. The project included two on-site workshops at each campus to individualize the design and implementation of the teaching model. Participants also attended three plenary conferences of two days' duration each for the purpose of intercampus exchange, expert consulting, contrastive analysis, and synthesis of the most successful strategies. Each campus participated in the design and testing of the teaching model, which can be adapted to various types of institutions to reach women where they are most likely to be found and then retain them so they may be recruited to graduate research programs.

The goals of the project were to: (1) actively encourage more women to enter science and math courses and to pursue science/technology careers; (2) introduce science and math faculty to the body of research findings in women's studies that can be applied to the teaching of science, mathematics, and engineering; (3) to establish a cooperative and mutually supportive network of faculty from the different campuses, who share a commitment to increase the number of women entering and staying in math and science; (4) to focus on faculty and student diversity as a strength.

**Funding:** $119,000 over 2 years plus in-kind support from the University of South Carolina System. Source(s): National Science Foundation.

**Outcome:** Evaluation, both quantitative and qualitative, was an important part of this project. The evaluation process and the data are discussed at length in the project publication. Briefly, analysis of the data supported the following conclusions: (1) faculty under the aegis of the project seemed to produce more confident students; (2) faculty under the aegis of the project appeared to improve their instructional performance and elicit greater success from their students; (3) participating faculty retained proportionately more students; (4) participating faculty are in the process of transforming the math, science, and engineering college classroom.

**Project publication(s):**

Rosser, Sue V., and Bonnie Kelly. *Educating Women for Success in Science and Mathematics: A University of South Carolina Model Project.* Columbia, SC: USC University Publications, 1994. Available through: Division of Women's Studies, 1710 College Street, University of South Carolina, Columbia, SC 29208; phone: (803) 777-4007; fax: (803) 777-9114.

Rosser, Sue V., and Bonnie Kelly. "From Hostile Exclusion to Friendly Inclusion." *Journal of Women and Minorities in Science and Engineering* 1, 1 (1994): 1-29.

Rosser, Sue V., and Bonnie Kelly. "Who Is Helped by Friendly Inclusion? A Transformation Teaching Model." *Journal of Women and Minorities in Science and Engineering* 1, 1 (1994): 175-192.

# Woman's Place Is in the Curriculum, K-12: A Multicultural Approach

**Location:** Southern Connecticut State University, New Haven, CT

**Dates:** Annually since 1991 during the third week in August.

**Project director(s):** Virginia Quiroga, History, Southern Connecticut State University, New Haven, CT; phone: (203) 392-5607; e-mail: quiroga@scsu.ctstateu.edu.

Judith Buzzell, Education, Southern Connecticut State University, New Haven, CT; phone: (203) 392-6431;e-mail: buzzell@scsu.ctstateu.edu.

Molly Murphy MacGregor, Executive Director, National Women's History Project, Windsor, CA; phone:(707) 838-6000.

**Number of participants:** Approximately 50 participants yearly.

**Disciplines involved:** K-12 curriculum, art, music, history, literature, writing, theatre, science, mathematics, medicine, sociology, national and international politics, gay and lesbian studies, women's studies.

**Description:** "Woman's Place Is in the Curriculum: A Multicultural Approach" is a Southern Connecticut State University Special Summer Institute graduate course, offered annually since 1991. The course is designed for graduate students, teachers, administrators, librarians, and curriculum planners; most participants are preparing or practicing K-12 teachers, and instructors of community colleges, women's centers, and other educational institutions. The course is co-directed by SCSU faculty members Virginia Quiroga and Judith Buzzess and co-taught with Molly Murphy MacGregor of the National Women's History Project. Through hands-on experiences, the participants explore approaches for infusing interdisciplinary and multicultural women's studies information and methodology into the curriculum for kindergarten through grade twelve. The course includes workshops, guest speakers representing various cultural groups, a review of curriculum materials, including audio-visual materials, and discussion of case studies. The course objectives include: developing an understanding of the rationale for infusing multicultural women's studies into the K-12 curriculum; gaining knowledge of women's roles and contributions in a variety of areas, historically and in the present, nationally and internationally; evaluating instructional bias in the curriculum and considering how the neglect of women's experiences and perspectives has affected students' learning and development; and learning strategies for developing new curricula that offer diverse perspectives and acknowledge women's contributions. Because of the intensive nature of the Institute, participants are expected to complete required readings before the course begins. A daily journal is kept during the week that the course runs, which culminates in a reaction paper, due the Monday following the end of the course. A modified unit which incorporates women's studies materials and methods into the elementary, middle school, or secondary curriculum is due one week after the institute is finished.

**Funding:** Participants pay for the graduate course and receive graduate credit.

## Women's Awareness Project Curriculum Packets

**Location:** Southern Illinois University at Carbondale, Carbondale, IL

**Dates:** 1996 - present

**Project director(s):** Beverly Stitt, Coordinator, Women's Studies Program, Southern Illinois Uuniversity at Carbondale; phone: (618) 453-5141; fax: (618) 453-8388; e-mail: bstitt@siu.edu.

**Number of participants:** 4 - 6 developers per semester; potential use by 250 - 300 community college and high school faculty.

**Disciplines involved:** Project open for involvement from all disciplines and/or professions.

**Description:** Developers author a module of information on a specific area regarding women's issues and/or accomplishments. These modules vary in length from one classroom session to two weeks. Developers maintain authorship, and packets are made available to community college and high school faculty on a cost-recovery basis. Developers may receive graduate credit through SIUC. Sample topics include "Sexual Harassment Awareness and Prevention," "Women on the Homefront During WWII," "Language and Gender," "Gender Differences in the Field of Computer Technology," "Identity Models," "Gender Equity," "Women on the Overland Trail," and "Women of the African Diaspora."

**Funding:** Not available. Source(s): Women's Studies Program, Southern Illinois University at Carbondale.

**Outcome:** Eight completed packets, three of them field tested in local high schools.

**Project publications:**

A panel presentation for the National Women's Studies Association National Conference, June, 1997.

Each packet is a stand-alone publication.

# Diversity Issues in Teaching: Graduate Teaching Assistant Training Workshop

**Location:** Southern Illinois University at Carbondale (SIUC), Carbondale, IL

**Dates:** 1993 to present

**Project director(s):** Beverly Stitt, Coordinator, Women's Studies Program, SIUC; phone: (618) 453-5141; fax: (618) 453-8388; e-mail: bstitt@siu.edu.

**Number of participants:** Approximately 200 Teaching Assistants (TA's) attend a half-day session.

**Disciplines involved:** All university disciplines are included.

**Description:** The Graduate TA's are given a Powerpoint - assisted presentation including strategies for developing inclusive courses, assessing the curriculum, gender-fair teaching, integrating the curriculum, and creating a safe environment for classroom discussion. They are given information about gender, race, class, and culture; language; occupational and social roles; classroom interactions; stereotyping; fragmentation; as well as other topics.

**Funding:** Not available. Source(s): Women's Studies Program, Southern Illinois University at Carbondale.

**Outcome:** All schools and colleges in the University are impacted by this information. Course evaluations collected by each college will provide need-assessment information for later TA training.

**Project publications:**

Paper presentations have been given at the National Women's Studies Association National Conference (1994), Murray State University (1994, 1997).

Additional presentations have been given on a department - request, or group-request basis throughout SIUC in previous years.

A journal article is currently under development describing this training.

# Race, Gender & Introductory Economics

**Location:** University of Southern Maine, Portland, ME

**Dates:** 1996 - 1997

**Project director(s):** Susan F. Feiner, Economics and Women's Studies, University of Southern Maine, 94 Bedford Street, Portland, ME 04103-9300; phone: (207) 780-4966; fax: (207) 780-5507; e-mail:sffein@usm.maine.edu

**Number of participants:** 40 to 60 economics faculty participated in each of the three, two and a half day faculty development conferences. Three-hundred participants are expected for the September, 1997 conference.

**Disciplines involved:** Economics

**Description:** Faculty worked together in each of the three conferences to explore the ways in which race and gender biases affect the content and pedagogy of introductory economics classes. Faculty participated in a number of classroom simulations, hands-on workshops, and other activities which allowed them to explore new ways of introducing this controversial material. Special emphasis was placed on strategies and techniques for bringing multiple interpretations of race and gender inequality into principles of economics classes. The dates and locations of the three conferences are as follows: The first was held in Atlantic City, New Jersey from October 2 - 4; the second conference was held in Atlanta, Georgia from October 31 - November 2; and the third conference was held in Columbia, South Carolina from April 17 - 20.

The gala capstone conference, scheduled for September 1997, entitled "Inclusive & Interdisciplinary: Building the New Curriculum" is designed to enlarge the focus to curriculum transformation in higher education in general.

**Funding:** $233,000. Source(s): The National Science Foundation, Division of Undergraduate Education, Faculty Enhancement award; The Ford Foundation.

**Outcome:** Course content and pedagogy in the introductory economics classes at more than 68 colleges and universities have been affected as a result of faculty participation in this project, involving approximately 4,000 students per semester.

**Project publications:**

Feiner, Susan F. *Race and Gender in the American Economy: Views from Across the Spectrum*, 1994. Prentice Hall. Contact Professor Feiner via e-mail (sffein@usm.maine.edu) for copies of an extended bibliography.

# Curriculum Development in Black Women's Studies at Selected Southern Colleges

**Location:** Spelman College, Atlanta, GA

**Dates:** 1983 - 1985

**Project director(s):** Beverly Guy-Sheftall, Women's Resource and Research Center, Spelman College, Box 115, 350 Spelman Lane, Atlanta, GA 30313; phone: (404) 223-7528; fax: (404) 223-7665.

**Number of participants:** Approximately 30.

**Disciplines involved:** Art, dance, economics, English composition, English literature, history, music, philosophy, political science, psychology, religion, theater, women's studies.

**Description:** This project explored both regional and racial biases in the general curriculum and in women's studies in Southern colleges. The goal of the project was to reconceptualize women's studies to include African American women and to incorporate these changes into the general curriculum. A one-week summer institute and a two-day conference featuring guest speakers were followed by monthly faculty development seminars. The format of this project has been utilized by other Southern regional colleges for the development of similar transformation projects, including Morehouse, Clark, Kennesaw, and Agnes Scott Colleges.

**Funding:** $210,000 over 2 years. Source(s): The Ford Foundation.

**Outcome:** Approximately 10 courses were revised, and 5 were created.

# Infusing Diversity into the Liberal Arts Curriculum at an Historically Black College

**Location:** Spelman College, Atlanta, GA

**Dates:** 1994 - 1996

**Project director(s):** Beverly Guy-Sheftall, Women's Resource and Research Center, Spelman College, Box 115, 350 Spelman Lane, Atlanta, GA 30313; phone: (404) 223-7528; fax: (404) 223-7526.

**Other contact person(s):** Kimberly Wallace Sanders, Women's Resource and Research Center, Spelman College.

**Number of participants:** 18 faculty; 12 students.

**Disciplines involved:** Art, English, dance, drama, economics, foreign languages, music, philosophy, political science, sociology.

**Description:** The project focused on enhancing the knowledge of the Spelman faculty and students of diversity issues and on hosting a summer workshop on diversity for faculty from historically Black colleges. Diversity was defined to include race, ethnicity, class, gender, sexuality, religion, and disability.

The project for Spelman faculty and students began by assembling an advisory committee and surveying the extent to which the Spelman curriculum was already sensitive to cultural diversity. A faculty retreat focused on the diversity in the Spelman student population and in the curriculum. Selected teams of faculty and students, who had applied to participate in the project, met monthly to engage in discussions of specific topics related to diversity, including: "Multiculturalism in the Liberal Arts Curriculum," "Disability As Difference," a diversity model from Wooster College, "Sexuality As Difference," "Sexuality and Pedagogy," "Religious Diversity," and "Cross-Cultural Sexualities." These two-hour forums were facilitated either by a consultant or project staff member, and participants prepared for the discussions by reading selected articles and excerpts from books. Subsequent meetings were devoted to syllabus revision and the presentation of specific syllabi for discussion. The student members of the teams played an important role in the project and were enthusiastic about the opportunity it had provided them to participate in creating their education.

**Funding:** $300,000. Source(s): The Ford Foundation.

(WSAIS)

## Women and African Diaspora Studies Program

**Location:** Spelman College, Atlanta, GA

**Dates:** 1995 - 1998

**Project director(s):** Beverly Guy-Sheftall, Director, Women's Resource & Research Center, Spelman College, 350 Spelman Lane, SW, Box 115, Atlanta, GA 30314; phone: (404) 223-7528; fax: (404) 249-7861.

Jontyle Theresa Robinson, Department of Art, Spelman College, 350 Spelman Lane, SW, Box 265, Atlanta, GA 30314; phone: (404) 223-7672; fax: (404) 215-7771.

**Number of participants:** 20 - 30

**Disciplines involved:** Women's studies and area studies (Caribbean, African, African-American, Latin American).

**Description:** This project will establish a Comparative Women's Studies program with a focus on the African Diaspora in which students will be able to concentrate on a geographical, thematic, or interdisciplinary approach. Women's studies and area studies faculty will engage in a variety of curriculum development activities to enhance their knowledge of global issues by employing comparative frameworks to analyze gender as it intersects with race, ethnicity, sexual orientation, and class. General education courses will be revised to include new material, and new courses will be created within women's studies. The project will sponsor an invitational conference and a limited number of research grants in Women and African Diaspora Studies. A newsletter and working paper series will also be published.

**Funding:** $203,000. Source(s): The Ford Foundation.

**Outcome:** New major in Comparative Women's Studies.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, and Melaine Velez. *Women's Studies, Area & International Studies Curriculum Integration Project.* New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, New York 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

MMWS

# Incorporating Puerto Rican Women into the Curriculum and Research

**Location:** University at Albany, SUNY, Albany, NY

**Dates:** 1990 - 1992

**Project director(s):** Christine Bose, Sociology, University at Albany, SUNY, 1400 Washington Avenue, Albany, NY 12222; phone: (518) 442-4770; fax: (518) 442-4936; e-mail: cb308@cnsibm.albany.edu.

**Project co-director(s):** Edna Acosta-Belen, Director, Center for Latin American and Caribbean Studies, University at Albany, SUNY; phone: 518-442-4890; fax: (518) 442-4790; e-mail: ea180@cnsibm.albany.edu.

**Number of participants:** 300 at the conference and 50 at the faculty seminar.

**Disciplines involved:** Anthropology, biology, economics, English, history, political science, psychology, sociology, and Spanish.

**Description:** Two conferences and a faculty workshop were held in June of 1991. Fifteen experts on Puerto Rican women were invited to the three-day workshop, and fifty faculty participated. In addition, a faculty exchange was set up between the University at Albany, SUNY, and the University of Puerto Rico, Cayey and Rio Piedras campuses.

**Funding:** $124,000. Source(s): The Ford Foundation; The Joint Labor Management Committee on Affirmative Action.

**Outcome:** 40 courses were revised.

**Project publications:**

Two guides were published which are available through offices of Institute for Research on Women (IROW) and Center for Latin American and the Caribbean Studies (CELAC).

*Interdisciplinary Guide for Research and Curriculum on Puerto Rican Women* (1991).

*Albany PR-WOMENET Database: An Interdisciplinary Annotated Bibliography on Puerto Rican Women* (1991). The database is updated annually.

## A Consortium for Undergraduate Studies on Latin America and the Caribbean

**Location:** University at Albany, SUNY, Albany, NY; University of the Sacred Heart, Santurce, Puerto Rico

**Dates:** 1993 - 1995

**Project director(s):** Christine Bose, Sociology, University at Albany, SUNY, 1400 Washington Avenue, Albany, NY 12222; phone: (518) 442-4670; fax: (518) 442-4770; e-mail: cb308@cnsibm.albany.edu.

**Other contact person(s):** Jorge Duany, Social Sciences, University of Sacred Heart, Puerto Rico, P.O. Box 12383, Santurce, Puerto Rico 00914; phone: (809) 728-1515, x315, x319.

**Number of participants:** 90

**Disciplines involved:** Anthropology, biology, economics, English, history, natural sciences, political science, psychology, sociology, Spanish.

**Description:** First, a conference was arranged at SUNY for the University of the Sacred Heart faculty to meet the SUNY faculty. Then, faculty worked in four teams in the areas of migration, development, gender, and culture. Faculty visited and taught at each other's campuses. Each of the four teams was expected to revise an old course and create a new course in each of the four areas on both campuses (University at Albany, SUNY and University of Sacred Heart) in each year of the two years of the project. For example, each gender team was expected to create two new and revise two old courses. A secondary goal of the project was for University of Sacred Heart to create a Latin American and Caribbean studies major using the present project model and later develop a gender studies program.

**Funding:** Over $70,000. Source(s): President of University at Albany, SUNY; U. S. Department of Education, Title VI Program on International Studies.

**Outcome:** 16 courses were revised and 16 new courses were created.

**Project publications:** Two volumes are planned with revised curricula.

WSAIS

# Internationalizing Women's Studies: Crosscultural Approaches to Gender Research and Teaching

**Location:** University at Albany, SUNY, Albany, NY

**Dates:** 1996 - 1998

**Project director(s):** Iris Berger, Professor, Departments of History, Africana Studies and Women's Studies, University at Albany, Albany, NY 12222; phone: (518) 442-4995; fax: (518) 442-4936.

Gwen Moore, Director, Institute for Research on Women, University at Albany; phone: (518) 442-4995; fax: (518) 442-4936; e-mail: g.moore@albany.edu.

Edna Acosta-Belen, Director, Center for Latino, Latin American, and Caribbean Studies (CELAC), University at Albany; phone: (518) 442-4719; fax: (518) 442-3477; e-mail: ea180@cnsibm.albany.edu.

Francine Frank, Director, Center for the Arts & Humanities, University at Albany, SUNY, 1400 Washington Avenue, Albany, NY 12222.

**Number of participants:** 45 faculty in the Northeast participated in the June 1996 faculty development seminar; fifty faculty from throughout the U.S. will participate in the June 1997 curriculum development institute.

**Disciplines involved:** Women's studies, area studies, and many others.

**Description:** The goals of the project include internationalizing women's studies curricula and research practices in the U.S., integrating gender perspectives into U.S. area and international studies courses and programs, and improving interdisciplinary collaborations between women's studies and area studies departments/programs. In addition, existing courses will be revised and new courses will be created incorporating gender and international perspectives into both general education and disciplinary offerings. To address these goals the project will hold faculty development seminars, conferences, and a training institute. Comparative and crosscultural thematic approaches to the study of women in Africa, Eastern Europe, Latin America and the Caribbean, and the United States will be utilized throughout the project to increase understanding of the diverse factors that influence the conceptualization of gender, race, and class.

**Funding:** $105,000. Source(s): The Ford Foundation.

**Outcome:** Yet to be determined.

**Project Publications:**

Chamberlain, Mariam K., Sarah Ashton, Melaine Velez. *Women's Studies, Area & International Studies Curriculum Integration Project*. New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, New York 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

## Curriculum Integration Project

**Location:** SUNY, Brockport, Brockport, NY

**Dates:** 1987 - 1989

**Project director(s):** Beth E. Vanfossen, now at Institute for Teaching and Research on Women, Towson University, 317 Lida Lee Tall, Towson, MD 21252; phone: (410) 830-2334; fax: (410) 830-3469; e-mail: vanfoss@towson.edu.

**Number of participants:** 18

**Disciplines involved:** Anthropology, criminal justice, English, foreign language, history, music, nursing, political science, psychology, theater, visual study.

**Description:** During the first year of this two-year project, a planning team aided by consultant Bonnie Spanier (University at Albany, SUNY) designed the project and recruited participants. The study period consisted of a five-week summer institute during which the 17 faculty participants read materials pertinent to curriculum transformation in the disciplines, met weekly to discuss the materials, and redesigned or created courses in their fields to include the new scholarship on women. Two outside consultants led the group discussion of issues of race, gender, and class. An opening all-day workshop addressing basic and broad issues involving curriculum transformation was held before the summer institute. It was led by Susan Van Dyne and Marilyn Schuster, and attended by over 50 faculty, including 18 representatives from 18 other campuses. In the year following the summer institute, the faculty worked on revising their courses, and each participant made presentations to the academic community about what they had learned.

**Funding:** $50,200 over 2 years. Source(s): New York State Union of University Professors (NYS/UUP) Affirmative Action Committee; SUNY Brockport.

**Outcome:** 10 courses were revised and 3 courses were created.

# Creating a Requirement in General Education to Study Prejudice and Discrimination

**Location:** SUNY, Cortland, Cortland, NY

**Dates:** 1985 - 1988

**Contact person(s):** Kathryn S. Russell, Philosophy, SUNY, Cortland, P.O. Box 2000, Cortland, NY 13045; phone: (607) 753-2014; e-mail: russellk@snycorva.cortland.edu.

Patty Francis, Psychology, SUNY, Cortland, P.O. Box 2000, Cortland, NY 13045; phone: (607) 753-4222; e-mail: francisp@syncorva.cortland.edu.

**Number of participants:** 36 on the Council which governs the Center for Multicultural and Gender Studies; 40 - 50 others.

**Disciplines involved:** Faculty, staff, administrators and students from virtually all areas of the College, including Student Affairs as well as Academic Affairs.

**Description:** The case of Cortland College demonstrates that it is possible to implement major curriculum transformation in a relatively brief time period without an excessive influx of new resources. A Dean's Committee charged, in the wake of a 1983 budget crisis, with assessing the College's record on race, ethnic, and gender issues, argued persuasively that a liberal arts institution has a fundamental responsibility to confront issues such as prejudice and discrimination through the instrument for change most readily at its disposal--its curriculum. As a result of the committee's recommendations, the Provost established in 1985 the Center for Minority and Women's Studies (renamed the Center for Multicultural and Gender Studies in 1990). The Center is responsible for overseeing academic programs in African American Studies, Jewish Studies, Latin American Studies, Native American Concerns and Women's Studies, and is charged with educating the campus on gay and lesbian issues.

During 1985-86, Center members discussed how best to implement a requirement on prejudice and discrimination, opting to add an extra General Education category to the College's existing nine-category scheme. Curriculum infusion was an equally important, longer-term priority. The criteria to be met by courses in this category included: (1) an approximately equal focus on sexism and racism, and that interconnections among various forms of oppression be stressed, especially as they relate to social class; (2) consideration of both individual and institutional levels of discrimination; (3) the addressing of historical and contemporary contexts of racism and sexism; (4) courses had to be interdisciplinary; (5) both the United States and other societies had to be considered; (6) the consequences of prejudice for both dominant and non-dominant groups had to be considered. It was further expected that students in these classes would examine their own beliefs and behaviors with respect to the issues. 1987-88 was devoted to intensive course development and modification.

In addition to curriculum and pedagogical transformation, efforts were made to develop a multicultural climate in a number of contexts throughout the College. Diversity workshops were held for faculty, staff, and students, and seminars with outside speakers and consultants were held to encourage faculty development.

**Funding:** Amount not available. Source(s): College funds; Auxiliary Service Corporation funds.

**Outcome:** 12 courses were affected.

**Project Publications:**

Francis, Patricia L., and Kathryn Russell. "Transforming the Core Curriculum: A Requirement in Prejudice and Discrimination." *Transformations* 4, 2 (Fall 1993): 46-57.

## Exploring Gender, Race, and Class

**Location:** SUNY, Cortland, Cortland, NY

**Dates:** June 1986

**Project director(s):** Kathryn S. Russell, Philosophy, SUNY, Cortland, P.O. Box 2000, Cortland, NY 13045; phone: (607) 753-2014, e-mail: russellk@syncorva.cortland.edu.

**Other contact person(s):** Jane Rhodes, School of Journalism, Indiana University at Bloomington, Bloomington, IN 47405.

**Number of participants:** Not available.

**Disciplines involved:** Education, English, health, philosophy, and sociology.

**Description:** The project format consisted of faculty development workshops, speakers, discussion, and presentations. The participants met every day for two weeks. The first week was devoted to theory, the second to pedagogy.

**Funding:** $4,600. Source(s): Vice President of SUNY Cortland; Title III funds.

**Outcome:** 7 courses were created, and others were revised. Support networks were formed.

# SUNY, Cortland American Commitments: Diversity, Democracy & Liberal Learning

**Location:** SUNY, Cortland, Cortland, NY

**Dates:** January 1994 - May 1996

**Project director(s):** Kathryn S. Russell, Philosophy, SUNY, Cortland, P.O. Box 2000, Cortland, NY 13045; phone: (607) 753-2014; e-mail: russellk@snycorva.cortland.edu.

**Other contact person(s):** Larry Ashley, Philosophy, SUNY, Cortland; phone: (607) 753-2015; fax: (607) 753-5979; e-mail: ashley@snycorva.cortland.edu.

**Number of participants:** 29

**Disciplines involved:** Economics, education, English composition, health, history, international communications and culture, philosophy, political science, sociology.

**Description:** At SUNY, Cortland, the Multicultural and Gender Studies Center serves as an umbrella organization tying together academic and student affairs activities that focus on diversification. One of the central goals of Cortland's AAC&U project has been to support the center as it seeks to enlarge the number of faculty teaching the Prejudice and Discrimination requirement and to assist other faculty either to develop new multicultural courses in General Education or to infuse diversity issues into the courses they already teach.

The specific focus of this two-year project has been to link multicultural education to the teaching of writing. We have paired faculty teaching Prejudice and Discrimination or other diversity classes in general education with faculty teaching Composition 101. Our project team created a book of 20 readings on diversity for participants. Several classes linked to Composition 101 were offered: Philosophical Issues: Prejudice and Discrimination; Multicultural Literature; Latin American Literature; The Politics of Multiculturalism; Western Civilization; American Institutions; and HIV Disease: Intervention and Prevention. These classes have been very successful; students enjoyed the opportunity to get to know other students in two small classes, and they felt they understood the subject matter of their classes better than in non-linked classes. Faculty appreciated the opportunity to do collaborative work and to reinforce lessons across two classes, especially in the teaching of writing skills.

Faculty development activities have included on-campus workshops, which included a student panel and discussion of articles on diversity; forums, and off-campus retreats with outside consultants. Four faculty members from Cortland, two team members and two participants, also attended the AAC&U summer faculty development seminar at Williams College in the summer of 1994.

**Funding:** $2,000 for campus expenses from the Association of American Colleges and Universities; $25,000 in value from SUNY, Cortland operating funds.

**Outcome:** Approximately 20 courses will be affected.

## Curriculum Inclusion Project I

**Location:** SUNY, Plattsburgh, Plattsburgh, NY

**Dates:** 1987 - 1995

**Project director(s):** Suzann Buckley, Dean, Arts and Science, University of Massachusetts, Dartmouth, North Dartmouth, MA 02747-2300; phone: (508) 999-8268; fax: (508) 999-8901; e-mail: sbuckley@umass.edu.

**Other contact person(s):** Mark Cohen, Anthropology, SUNY, Plattsburgh, Plattsburgh, NY 12901; phone: (518) 564-4007.

**Number of participants:** 200 at town meeting; about 150 at workshops.

**Disciplines involved:** Accounting, biology, chemistry, communications, computer science, English, foreign language, history, human resources, minority studies, nursing, philosophy, physics, sociology, theater, women's studies.

**Description:** The format included: (1) town meetings which included most of the campus and were open to all interested, and (2) a workshop run by Susan Van Dyne and Marilyn Schuster of Smith College. The project started in the 1980s as a grassroots movement to change general education courses at SUNY, Plattsburgh. At the same time, the Committee on the Status of Women at SUNY, Plattsburgh approved, in conjunction with the faculty senate, the requirement that all courses in the curriculum include recent scholarship on women and minorities. This project is the precursor to the project directed by Marjorie Pryse under the same project title.

**Funding:** About $52,000 over 8 years. Source(s): Central Administration of SUNY, Plattsburgh; President of SUNY Plattsburgh; Associate Vice President of SUNY, Plattsburgh.

**Outcome:** Several general education courses were affected.

**Project publications:**

In-house statement on Affirmative Action; Policy Paper on Curriculum Inclusion; curriculuar materials in specific disciplines.

## Curriculum Inclusion Project II

**Location:** SUNY, Plattsburgh, Plattsburgh, NY

**Dates:** Fall 1990 - present

**Project director(s):** Marjorie Pryse, Women's Studies, SUNY, Plattsburgh, Plattsburgh, NY 12901; phone: (518) 564-2809, fax: (518) 564-3932, e-mail: pryseml@splava.cc.plattsburgh.edu.

**Other contact person(s):** John Kellermeier, Mathematics, SUNY, Plattsburgh; phone: (518) 564-4134, e-mail: kellerjh@splava.cc.plattsburgh.edu.

**Number of participants:** 40 core faculty attended seminars and revised courses; 100 attended workshops.

**Disciplines involved:** Accounting, biology, Canadian studies, chemistry, communications, computer science, English, human resources, mathematics, minority studies, nursing, physics, sociology, theater, women's studies.

**Description:** This project builds upon Suzann Buckley's project of the same name from the late 1980's. During the first phase of the project, from 1990-92, a gender-balanced, multicultural, and interdisciplinary faculty group met in a biweekly seminar to read and discuss articles about gender, race, and class in theory and classroom practice. Several members of this initial group expressed interest in continuing their work in some form, which led to the Seminar/Publication Project on Curriculum Inclusion during 1991-92. Seminar Series topics have included feminist theory (1991), inclusion (1992), global issues with a focus on women and minorities (1993), and integrating class into the curriculum (1994). The format now is more individualized, with people calling the director for assistance with projects; small group work is also on-going.

**Funding:** $60,000 over 3 years; an additional $4000 per year in faculty stipends; $2000 for publication. Source(s): SUNY Chancellor's Fund, 1990-1993; President's Fund.

**Outcome:** 26 courses were revised and 12 courses were created.

**Project publications:**

"Special Issue: Inclusive Curriculum and Pedagogy." *Faculty Forum* XVIII 3 (Summer 1992). Plattsburgh, NY: State University of New York, Plattsburgh.

# SUNY Women's Studies Council Curriculum Diversification Project

**Location:** SUNY, Women's Studies Council, NY

**Dates:** 1989 - 1990

**Project director(s):** Beth E. Vanfossen, now at Institute for Teaching and Research on Women, Towson State University, 317 Lida Lee Tall, Towson, MD 21252; phone: (410) 830-2334; fax: (410) 830-3469; e-mail: vanfoss@towson.edu.

**Other contact person(s):** Kathryn Russell, Philosophy, SUNY, Cortland, P.O. Box 2000, Cortland, NY 13045; phone: (607) 753-2014; e-mail: russellk@snycorva.cortland.edu.

Bonnie Spanier, Women's Studies, SUNY, Albany, Albany, NY 12222; phone: (518) 442-9084.

Carol Boyce Davies, Afro-American and African Studies, SUNY, Binghamton, Binghamton, NY 13902; phone: (607) 777-2635.

**Number of participants:** 29 faculty.

**Disciplines involved:** African-American literature, American history, American studies, anthropology, biology, comparative literature, early childhood education, education, English, foreign languages, history, Latin-American literature, management, modern languages, nursing, psychology, social science, sociology, women's studies.

**Description:** A week-long summer training institute was held to prepare potential faculty consultants to work with individual campuses (a total of sixty-six in the SUNY system) undertaking curriculum transformation projects. Consultant-training workshops were set up to familiarize participating consultants with the process of being a consultant, as well as a broad range of fields relevant to curriculum transformation, with a particular focus on gender, race, class, and sexual orientation.

**Funding:** $38,145. Source(s): New York State Union of University Professors (NYS/UUP) Joint Labor-Management Committee.

**Outcome:** 29 faculty were trained to be consultants in curriculum transformation work.

# Curriculum Project for the Consortium for the Advancement of Private Higher Education (CAPHE)

**Location:** Stephens College, Columbia, MO

**Dates:** 1986 - 1988

**Project director(s):** Nikki Krawitz, Stephens College, 1200 East Broadway, Columbia, MO 65215; phone: (314) 876-7209; fax: (314) 876-7248.

**Number of participants:** Leadership core consisted of 10 - 12 faculty and a librarian; entire faculty of college voted on proposed changes.

**Disciplines involved:** All disciplines ultimately involved; faculty involved in project leadership were from anthropology, business, English, fashion, mathematics, music, psychology, theater.

**Description:** This project allowed the faculty to look at all of the disciplines at this women's college and determine ways to create a coherent curriculum that meets the educational needs of women. Surveys were administered to the faculty. A faculty conference was held each fall semester for three successive years at which presentations were made to elicit faculty feedback on proposed curriculum changes. Large and small group discussions were held within certain academic areas and across academic disciplines. The project attempted to determine the faculty's general conception of a "Stephens Woman Graduate" and to identify any gaps in the curriculum. The curriculum was then revised and a draft was presented to the faculty for voting.

**Funding:** $84,000 over 2 years. Source(s): Consortium for the Advancement of Private Higher Education; matching gift from an alumna.

**Outcome:** The entire curriculum was revised, including changes in general education requirements and in the majors and the development of a new freshman core course. The core course is a one-semester, required course entitled *Issues that Shape the Human Experience*. The course addresses ways in which issues of race, class, and gender divide us as individuals and unite us in a common community. The course is taught by faculty across the campus, and it incorporates the development of writing and critical thinking skills. This project also resulted in the addition of a "capstone course," which must be taken near the completion of requirements for a particular major, typically during the student's last semester. The course helps a student learn to integrate all material she has learned in her major area of study.

**Other:** Presented "Liberating Curriculum: Feminist Scholarship in a Level 5 Core Course" at NWSA '89.

# Issues that Shape the Human Experience

**Location:** Stephens College, Columbia, MO

**Dates:** 1988

**Project director(s):** Nikki Krawitz, Stephens College, 1200 East Broadway, Columbia, MO 65215; phone: (314) 876-7209, fax: (314) 876-7248.

**Other contact person(s):** Catherine Wehlburg, Psychology, phone: (573) 876-7128; fax: (573) 876-7248.

**Number of participants:** 15 faculty involved in preliminary brainstorming; 5 faculty worked during summer on specific development of the course; 5 faculty revised core course; 12 - 15 faculty taught course.

**Disciplines involved:** Anthropology, biological sciences, business, economics, education, English, history, humanities, mass communications.

**Description:** This core course was developed as part of the comprehensive curriculum revision undertaken at Stephens College from 1986-1988. After development of the course content, a one-week workshop was held at the beginning of the semester for the faculty who would be teaching the course. During this workshop, revisions and further developments of the course were made. It is a one-semester freshman course which addresses ways in which issues of race, class, and gender both bind us as a community and divide us as human beings. Although the course is taught by instructors from various disciplines, the course content is the same. Each faculty member teaching the core course is assigned a peer teaching assistant, a returning student who has at least a 3.0 GPA and who has completed the freshman writing requirement, with whom he or she meets during the semester to discuss the course. Every fall, a presentation is made to the general faculty. The format of the presentation includes readings, outside speakers, and units on self, family, nation, world, and again the self. Students are required to attend the fall presentation.

**Funding:** Unused funds from the curriculum revision grant were shifted to this project. Faculty received a stipend for participating in the summer workshop.

**Outcome:** 1 new course was created.

WSP

# Women's History and the United States Survey: A Faculty Development Project to Integrate Women's Studies into the Curriculum

**Location:** University of Texas at Arlington, Arlington, TX

**Dates:** April 1984 - June 1985

**Project director(s):** Kathleen Underwood, Department of History, University of Texas at Arlington, Box 195201, Arlington, TX 76019; phone: (817) 272-5180.

**Other contact person(s):** Sheila Collins, Fort Worth, TX.

**Number of participants:** 19 faculty members, 3 graduate students

**Disciplines involved:** History

**Description**: Through a one-day colloquium entitled "Women's History and the United States Survey: A Faculty Development Project to Integrate Women's Studies into the Curriculum," the project aimed to close the gap between the work of feminist scholars and the classroom experience. As a result of the colloquium, planners hoped women's experience would play an increasingly important part in history surveys. Hundreds of undergraduates would thus be exposed to the new scholarship through the work of individual faculty members. In the spring of 1984, Stanley H. Palmer, Chair of the History Department, asked faculty to respond to a needs assessment questionnaire, the results of which helped to shape this colloquium.

**Funding:** $2,108. Source(s): The Ford Foundation, matching funds.

**Outcome:** Most faculty responded to the colloquium, evaluating it as "useful" or "very useful." A follow-up survey conducted 8 months later revealed that many faculty members were "borrowing freely" from the materials provided to colloquium participants by Organization of American Historians (OAH). No faculty members made any changes in text adoptions for the spring or fall 1985 semester.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz, *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

WSP

## Integrating Women into the Curriculum

**Location:** University of Texas at El Paso, El Paso, TX

**Dates:** 1984 - 1985

**Project director(s):** Kathleen Staudt, Political Science, University of Texas at El Paso, El Paso, TX 79968; phone: (915) 747-5227; fax: (915) 747-5400; e-mail: kstaudt@mail.utep.edu.

**Number of participants:** 3 consultants; 23 faculty members teaching required introductory courses.

**Disciplines involved:** English, history, political science.

**Description:** A two-day workshop, staffed with three outside experts and focusing on both theoretical and applied perspectives, was held for English, political science, and history faculty just before spring semester. Faculty members were expected to revise their introductory course syllabi for the fall.

**Funding:** $3,000. Source(s): Southwest Institute for Research On Women (SIROW).

**Outcome:** 25 courses were revised.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

WSP

## The Texas A&M Curricula Integration Project

**Location:** Texas A&M University, College Station, TX

**Dates:** October 1984 - May 1985

**Project director(s):** Elizabeth Maret, Sociology, Texas A&M University, College Station, TX 77843; phone: (409) 845- 7286.

**Other contact person(s):** Harriette Andreadis, English, Texas A&M University; phone: (409) 845-8314.

Charlene Muehlenhard, Psychology, Texas A&M University; phone: (409) 845-2508.

**Number of participants:** 23 faculty; 3 in core project group; 2 consultants.

**Disciplines involved:** Biology, English, history, modern languages, psychology, sociology.

**Description:** For nearly a century, Texas A&M University was open only to men. By 1984, however, almost half the enrolling freshmen were women, and the University offered a Women's Studies minor and a Women in Development Emphasis for the Professional Master of Agriculture Degree. This project worked to integrate materials on majority and minority women into the curricula of introductory courses in the College of Liberal Arts. Project director Elizabeth Maret coordinated the Women in Development Projects Office, and was the core project agent. A series of faculty development seminars were held - 2 general developmental seminars and 3 discipline-specific seminars - in each field of English, psychology, and sociology. A core project group of those who taught women's studies courses was created. Outside consultants Judy Lensink and Patricia MacCorquodale of the University of Arizona were brought in to assist the core project group and faculty. Judy Lensink worked with the core project group to help design developmental seminars; MacCorquodale helped implement the first general seminar. The three-hour general seminars sought to introduce faculty to the principles and techniques of integration and to identify the faculty's needs and interests regarding information on minority and majority women for teaching and research. The core project group conducted the two-hour discipline-specific seminars in their fields, discussing content-specific use of women's studies materials and identifying faculty's teaching and research needs.

**Funding:** $6,000. Source(s): Western States Project; Texas A&M University.

**Outcome:** 20 faculty members revised their courses. Bibliographies and collected articles became a permanent part of department resources. A Task Force for Women's Studies was formed to write and implement a proposal for a women's studies program.

**Project publications:**

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

# Transforming the Curriculum, Integrating the Scholarship on Women

**Location:** Towson University, Towson, MD

**Dates:** 1983 - 1986

**Project director(s):** Sara Coulter, English, Towson University, Towson, MD 21252; phone: (410) 830-4140 or (410) 830-3944; fax: (410) 830-3469; e-mail: coulter@towson.edu.

Elaine Hedges, English and Women's Studies, Towson University, Towson, MD 21252.

**Number of participants:** 70 - 75

**Disciplines involved:** Art, biology, business, composition, economics, education, English, health, history, psychology, and sociology.

**Description:** Faculty met in eleven discipline centered workshops five to six times each semester for five semesters. They particularly focused on revising the introductory courses in their disciplines. They read and discussed the new scholarship on women, evaluated their current syllabi and created new syllabi incorporating the new scholarship. Faculty taught the new syllabi in their classes and evaluated the results in workshop reports and discussion. During the three years, workshop activity was supplemented by consultant visits and three conferences: Integrating the New Scholarship on Women into the Curriculum, Interdisciplinary Study, and Pedagogy. The project concluded with an Area Conference to share its results with neighboring institutions. Project activities and results were also reported in a set of newsletters and a project book.

**Funding:** $252,000. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE); institutional contributions.

**Outcome:** Revision of many sections of introductory core courses and numerous upper level courses of the participants.

**Project publications:**

Coulter, Sara, K Edgington, and Elaine Hedges. *Resources for Curriculum Change*. Baltimore, MD: Towson State University, 1986, second printing, 1994.

*Revisions*, project newsletter, 6 issues, available from the Institute for Teaching and Research on Women, Towson State University, 1986, second printing, 1994.

MDCC

## Integrating the Scholarship on Women into the Curriculum of Selected Community Colleges in the Baltimore-Washington Area

**Location:** Towson University, Towson, MD; participating Maryland community colleges: Anne Arundel, Catonsville, Baltimore, Montgomery, Prince George's.

**Dates:** 1988 - 1990

**Project director(s):** Sara Coulter, English, Towson University, 8000 York Road, Towson, MD 21252; phone: (410) 830-4140 or (410) 830-3944; fax: (410) 830-3469; e-mail: coulter@towson.edu.

Elaine Hedges, English and Women's Studies, Towson University, 8000 York Road, Towson, MD 21252.

Myrna Goldenberg, English and Women's Studies, Montgomery College, 51 Mannakee Street, Rockville, MD 20850; phone: (301) 251-7417; fax: (301) 251-7134.

**Number of participants:** 45 faculty from 5 community colleges.

**Disciplines involved:** American studies, art, biology, business, criminal justice, drama, economics, English, film, history, music, nursing, philosophy, psychology, and sociology.

**Description:** Faculty met five times a semester for three semesters in workshops organized according to curriculum areas: Biology and Allied Health, Fine Arts, History and Philosophy, Literature and Composition, and Social Sciences. They read and analyzed the new scholarship on women in their disciplines, revised one or more courses, and taught, tested, and evaluated the revised courses in the classroom. Workshop activity was supplemented, in the first semester, by a series of four presentations by guest speakers on issues of curriculum change relevant to all academic disciplines, and in subsequent semesters, by consultants chosen by the individual workshops to address their specific interests and needs. In addition, the faculty participants attended a summer institute focused on pedagogy, gave presentations at a state-wide meeting of community colleges, and published the results of their work in a project book.

The ongoing activity of the project was organized and maintained by a core planning group of participants consisting of the three project co-directors, five workshop facilitators, and five campus coordinators. This group spent the first semester of the project reviewing materials and making arrangements for the subsequent meetings. They then met monthly during the three semesters of workshop activity. Workshop meetings were rotated among the five community college campuses and Towson University.

**Funding:** $236,000 over 3 years. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE); released time and other contributions by all participating institutions.

**Outcome:** At least 45 courses were transformed.

**Project publications:**

Hedges, Elaine, Myrna Goldenberg, and Sara Coulter, eds. *Community College Guide to Curriculum Change*. Baltimore, MD: Towson State University, 1990.

Hedges, Elaine, Sara Coulter, Myrna Goldenberg, and Gail Forman, "Towson State University Community College Curriculum Transformation Project," *Women's Studies Quarterly*, Spring/Summer 1990 (Vol. XVIII, Nos. 1,2): 122-125.

*Revisions*, project newsletter, 6 issues, available from the Institute for Teaching and Research on Women, Towson State University, 1986, second printing, 1994.

*Women's Studies Quarterly* 24 (1996):

Goldenberg, Myrna, and Shirley C. Parry. "Faculty Development: A Consortial Model." 23-30.

Henry, Marie, and Vickey E. Dorworth. "Transforming a Criminal Justice Curriculum." 123-134.

Liggett, Suzanne. "Transforming Required English Composition." 88-93.

Murray, Barbara B. "Revising Economic History: Self-Integration and Course Integration." 135-138.

Parry, Shirley C. "Feminist Pedagogy and Techniques for the Changing Classroom." 45-54.

Scheper, Dianne G. " Changing Style, Changing Subject: The Required Composition Course." 94-99.

Smith, Sara W. "Rethinking the 'Southern Lady.'" 77-80.

# National Center for Curriculum Transformation Resources on Women

**Location:** Towson University, Towson, MD

**Dates:** 1993 - present

**Project director(s):** At Towson University, 8000 York Road, Towson, MD 21252:

Sara Coulter, English; phone: (410) 830-3944; fax: (410) 830-3469; e-mail: coulter@towson.edu.

Elaine Hedges, English and Women's Studies.

Beth Vanfossen, Director, Institute for Teaching and Research on Women; phone: (410) 830-2334; fax: (410) 830-3469; e-mail: vanfossen@towson.edu.

**Number of participants:** Three co-directors and staff assisted by a National Committee of Curriculum Consultants (21 members) and Consulting Scholars (approximately 20) preparing information for a national audience of faculty and teachers in higher and secondary education

**Disciplines involved:** All disciplines.

**Description:** The National Center for Curriculum Transformation Resources on Women has been established to identify and make available a range of materials that have been shown to be effective in helping faculty and administrators with the process of curriculum change. National leaders in curriculum transformation and consulting scholars in specific disciplines are assisting in the identification of resources throughout the United States, and in the creation of directories, manuals, and brief reference materials. A World Wide Web page also provides materials and information as well as links to sites offering major resources for curriculum transformation work.

**Funding:** $501,000. Source(s): The Ford Foundation; U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE); Society of Friends; institutional contributions.

**Outcome:** Publication of the Women in the Curriculum series of books (35 titles so far) and creation of a World Wide Web site at http://www.towson.edu/ncctrw.

**Project publications:** See the list of NCCTRW publications at the back of this *Directory*.

Coulter, Sara, Elaine Hedges, and Beth Vanfossen. "National Center for Curriculum Transformation Resources on Women." *Women's Studies Quarterly* 24 (1996): 215-221.

Hedges, Elaine. "A Brief Overview." *Women's Studies Quarterly* 24 (1996): 16-22.

# Reconstructing American Literature

**Location**: Trinity College, Hartford, CT

**Dates**: 1989

**Project director(s):** Paul Lauter, English, Trinity College, Hartford, CT 06106; phone: (860) 297-2303; e-mail: paul.lauter@trincoll.edu.

**Other contact person(s)**: Richard Yarborough, English, UCLA.

Carla Mulford, English, Pennsylvania State University.

Linda Wagner-Martin, English, University of North Carolina at Chapel Hill.

**Number of participants:** 67 American literature faculty contributed syllabi to the original project; 200 contributing editors to the *Heath Anthology*, the most recent outcome.

**Disciplines involved**: American literature.

**Description:** The project was initially designed to collect syllabi and other materials of English/American Literature courses that significantly integrated work by women, minority men, and working class authors. The objective of the project was to publish a collection of such syllabi and to lay the groundwork for a fundamentally revised anthology of literature in English, realized with the publication of the new *Heath Anthology of American Literature*, 2 vols. (1990); second edition, 2 vols. (1994); 3rd edition, 2 vols. (1998). The work of the project has, in part, been incorporated into the twice yearly publication of the *Heath Anthology Newsletter*, which continues to print new syllabi, among other materials, on teaching a reconstructed American literature.

**Funding:** Not available. Source(s): Fund for the Improvement of Postsecondary Education, U.S. Department of Education; The Lilly Endowment; The Rockefeller Foundation.

**Project publications:**

Lauter, Paul, ed. *Reconstructing American Literature. Courses, Syllabi, Issues.* New York: The Feminist Press, 1983.

Lauter, Paul, ed. *Heath Anthology of American Literature.* New York: The Feminist Press, 1983.

# To Internationalize Women's Studies Program and Integrate Gender Research into Area Studies

**Location:** Tulane University, New Orleans, LA

**Dates:** 1995 - present

**Project director(s):** Beth Willinger, Newcomb College Center for Research on Women, Tulane University, New Orleans, LA 70118; phone: (504) 865-5238; fax: (504) 862-8948.

**Number of participants:** 15 each year.

**Disciplines involved:** Anthropology, architecture, biology, classics economics, English, French, German, history, political science, sociology, Spanish, women's studies.

**Description:** The aims of the study groups are to expand knowledge about feminist theory and women's lives as experienced in a range of geographic and structural locations and to bring this knowledge into the undergraduate curriculum. Faculty in the first year-long study group focused on "Gendering Migrations in International Contexts." The second year-long study group focused on technologies, specifically reproductive technologies and information technologies, and used technology (e-mail and web sites) as one way of bridging theory and practice. The third year long study group will engage members of the previous two groups in discussions and projects concerned with ways to create, revise and update core and elective courses in women's studies. Curriculum revisions focus on content and are designed to bring a global perspective to the study of women and gender. Revision also focuses on method in using information technology both to study women's lives and to develop course materials to enhance student learning.

**Funding:** $25,000. Source(s): The Newcomb Foundation; The Ford Foundation.

**Outcome:** Course revisions and new courses, including a colloquium on Theorizing Women in International Contexts, with support of a conference on the same topic.

CMTI

## Turtle Mountain Chippewa Women

**Location:** Turtle Mountain Community College, Belcourt, ND

**Dates:** October 1993 - May 1994

**Project director(s):** Carol Ann Davis, Turtle Mountain Community College, PO Box 340, Belcourt, ND 58316; phone: (701) 477-5605.

**Number of participants:** 10 people involved in writing and research; over 150 people attended symposium at which research was presented.

**Disciplines involved:** Education, government, history, humanities.

**Description:** The goal of the project was to produce manuscripts recording life stories of Turtle Mountain Chippewa women and to design activities that would mainstream these stories into the curriculum. Proposals were solicited for research on Turtle Mountain Chippewa women from the Turtle Mountain Reservation population. Of the eleven proposals received, five were selected and four were completed: "Child Rearing Practices of Chippewa Women," "Biography of Twila Martin Kekahbah," "Healing the Sacred Circle," and "Sharing Knowledge: Interviews with Emma Greatwalker." These stories were presented at a seminar entitled "Anishinabake: Turtle Mountain Chippewa Women" attended by over 150 people from the Northwest representing tribal colleges, state universities, local tribal organizations, area and local community members, and the community college population. The life stories generated intense discussions, especially the one on tribal elders, which led to interaction between at least three generations of tribal women on how younger members of the tribe regard their heritage and traditions.

**Funding:** $15,000. Source(s): The Ford Foundation.

**Outcome:** The Humanities Program and courses in tribal government and early childhood were revised.

**Project publications:**

*Emma Greatwalker* (forthcoming).

## Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class

**Location:** Ursinus College, Collegeville, PA

**Dates:** 1987 - 1988

**Project director(s):** Colette Hall, Modern Languages, Ursinus College, Collegeville, PA 19426; phone: (610) 489-4111 x2432; fax (610) 489-0627.

**Number of participants:** 15 - 20

**Disciplines involved:** Biology, communication, economics, English, exercise and sports, mathematics, psychology, Spanish and history.

**Description:** In 1985-86, fifteen faculty members decided to develop a course called "Interdisciplinary Course for Women's Studies." In 1987, we applied to the American Association of Colleges for a grant to transform the curriculum. The program consisted of four components: (1) engaging a consultant, Peggy McIntosh, to evaluate our existing program; (2) establishing faculty reading groups; (3) funding curriculum grants for the revision of courses; (4) organizing a dissemination conference to enable us to share our experiences with others. Participants in the reading groups were required to produce a "visible product," a revised syllabus and a bibliography for their courses the following semester. The dissemination conference, "Toward a More Inclusive Curriculum," brought together about 150 representatives of secondary schools and many types of institutions of higher education. The theme of the conference was broadened from the integration of gender to the integration of gender, race, and class. Our main speaker was Margaret Andersen, from the Department of Sociology at University of Delaware.

**Funding:** $8,700. Source(s): American Association of Colleges (AAC), Quality in Liberal Learning (QUILL) grant; Ursinus College.

**Outcome:** The impact on the faculty and on the curriculum has been very substantial: (1) almost every academic department has revised a course; (2) a resolution was adopted by the faculty mandating the inclusion of issues of gender, class, and race in the new core; (3) new faculty with an expertise in women's studies have been hired; (4) new courses dealing with women's issues have been implemented; (5) new scholarship in Women's Studies is developing as a direct consequence of participation by faculty in the Women's Studies Program and the QUILL project.

**Project publications:**

Hall, Colette, ed. *Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class.* Selected Proceedings from a Regional Conference [at] Ursinus College. *Ephemera* (Belles Lettres) 1, 1 (1989).

# Humanistic Calculus: A Pedagogy for the Repressed

**Location:** Ursinus College, Collegeville, PA

**Dates:** January 1988 - May 1992

**Project director(s):** Bill Rosenthal, now at Teacher Education, Erickson Hall, Michigan State University, East Lansing, MI 48824-1034; phone: (517) 432-1503; fax: (517) 353-6393; e-mail: mrbill@msu.edu.

**Number of participants:** 5 faculty; the instructor; peer tutors.

**Disciplines involved:** Mathematics.

**Description:** This project evolved in response to a faculty reading group on the integration of gender, class, and race into the curriculum at Ursinus College, specifically in response to Mary Field Belenky and her co-authors' *Women's Ways of Knowing*. The project was developed and refined with the assistance of student participants in an informal fashion. It emphasized a humanistic approach to mathematics--one that was historical, philosophical, and foundational--in addition to being process-oriented, empathic, and language-based. The course involved the themes of interdisciplinary rationality and social construction; language, symbolic dialect, and academic discourse; students' subjective experience as a valid text; and the social relations of the classroom. The content of the course centered on returning calculus to its historical roots of measurement and rates, and on the idea of the *limit*.

**Funding:** Approximately $5,000 over 3 years. Source(s): Ursinus College.

**Outcome:** Humanistic Calculus was created and 4 courses were revised, although the changes were not institutionalized at Ursinus. Since leaving Ursinus, Professor Rosenthal has given presentations, conducted workshops, and participated in discussion about the project; information was also disseminated at conferences and through inclusion in a few published papers.

**Project publications:**

Rosenthal, Bill. "Women's Ways of Knowing and Humanistic Mathematics: A Partnership." in Colette Hall, ed. *Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class.* Selected Proceedings from a Regional Conference [at] Ursinus College. *Ephemera* (Belles Lettres) 1, 1 (1989): 102-106.

Rosenthal, Bill. "Humanistic Calculus: A Pedagogy for the Repressed." in W. Oxman, M. Weinstein, and N. Michelli, eds. *Critical Thinking: Implications for Teaching and Teachers.* Upper Montclair, NJ: The Institute for Critical Thinking. 335-337.

A textbook was also developed. It is unpublished but available from Bill Rosenthal.

WSP

# Gender Balance in the Curriculum and Teaching of Required Writing Courses

**Location:** University of Utah, Salt Lake City, UT

**Dates:** 1985

**Project director(s):** Ann Parsons, English, University of Utah, Salt Lake City, UT 84112; phone: (801) 581-8094.

**Number of participants:** Approximately 90.

**Disciplines involved:** Communication studies, education, English composition, English literature, women's studies.

**Description:** The purpose of the project was to prepare training materials about gender balance for writing teachers, to train a first group of teachers primarily consisting of graduate students, and to create materials for continuing use. In February 1985, two two-hour colloquia for Writing Program Teaching Assistants (TA's) were offered with various activities and handouts. This was followed by a lecture in April given by a visiting sociolinguist.

**Funding:** $7,000. Source(s): The Ford Foundation; University of Utah.

**Outcome:** *The Writing Program's Training Manual for TA's and TF's* (1985, Ann Parsons) included an essay on gender balance. The fall, 1985 English Department faculty colloquium series also included the presentation of a brief version of the colloquium for incoming TA's offered in fall, 1985.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

## Sex and Gender in the Social Sciences: Reassessing the Introductory Courses

**Location:** Utah State University, Logan, UT

**Dates:** 1978 - 1980

**Project director(s):** Judith M. Gappa, Vice President of Human Relations, Purdue University, HOVD Hall, West Lafayette, IN 47907-1075; phone: (317) 494-5830; fax: (317) 494-9062.

Janice Pearce, 727 North, 150 West, Logan, UT 84321; phone: (801) 750-1507, fax: (801) 752-3720.

**Number of participants:** 15, including 12 at Utah State University and 3 disciplinary experts from other institutions.

**Disciplines involved:** Economics, psychology, sociology.

**Description:** This project was designed to help faculty assess how they present subject matter to students. Four introductory courses were audio recorded daily and the recordings were analyzed. The comments, phrases, lecture content and examples were incorporated into one set of communication guidelines and a series of three discipline specific content guides. *Removing Bias: Guidelines for Student-Faculty Communication* consists of two parts: "Student-Faculty Communicatons," which identifies and provides solutions to problems of stereotyping, bias in language, and patterns of discrimination in classroom interaction; and "Student Perception Questionnaire," which seeks student opinions of classroom interaction. The series of three discipline specific guides, *Sex and Gender in the Social Sciences: Reassessing the Introductory Course*, give guidelines for integrating content on women into introductory courses and assessing student-faculty communication in the classroom in microeconomics, psychology, and sociology.

**Funding:** $132,000 over 2 years. Source(s): U.S. Department of Education, Women's Educational Equity Fund.

**Outcome:** 4 project publications with content guidelines and guidelines for student-faculty interaction in the classroom have been published and disseminated nationally.

**Project publications:**

Jenkins, Mercilee M., Judith M. Gappa, and Janice Pearce. *Removing Bias: Guidelines for Student-Faculty Communication.* Annandale, VA: Speech Communication Association, 1983. Available from Educational Services, Speech Communication Association, 5101 Backlick Road, Suite E, Annandale, VA 22003.

Gappa, Judith M., and Janice Pearce with Barbara Reagan. *Sex and Gender in the Social Sciences: Reassessing the Introductory Course. Principles of Microeconomics.* 1980. Xerox copy available from Judith M. Gappa.

Gappa, Judith M., and Janice Pearce with Nancy Russo and Natalie Malovich. *Sex and Gender in the Social Sciences: Reassessing the Introductory Course. Guidelines for Introductory Psychology.* Washington, DC: American Psychological Association, 1982. Available from Women's Programs Office, APA, 1200 17th Street, NW, Washington, DC 20036.

Gappa, Judith M., and Janice Pearce with Barrie Thorne. *Sex and Gender in the Social Sciences: Reassessing the Introductory Course. Guidelines for Introductory Sociology.* Washington, DC: American Sociological Association, 1982. Available from Teaching Resources Center, ASA, 1722 N Street, NW, Washington, DC 20036.

# Women's Studies: A Multidisciplinary Approach to Curriculum Development and Integration

**Location:** Virginia Commonwealth University, Richmond, VA

**Dates:** 1988 - 1990

**Project director(s):** Diana Scully, Sociology, Women's Studies, Virginia Commonwealth University, Scherer Hall, 923 West Franklin Street, PO Box 823060, Richmond, VA 23284-3060; phone: (804) 828-4041; fax: (804) 828-4983.

**Number of participants:** 55

**Disciplines involved:** Afro-American studies, art education, art foundations, art history, biology, chemistry, crafts, English, foreign languages, gerontology, history, interior design, mathematical science, nursing, occupational health, painting and printmaking, parks and tourism, philosophy, political science, psychiatry, psychology, public administration, recreation, social work, sociology, university counseling services, urban studies and planning, and women's studies.

**Description:** This project built upon a number of activities pertaining to women's studies that had taken place a VCU over the period of several years. During the two years of the project, two objectives were of paramount importance: (1) acquainting faculty with the new scholarship on women for the purpose of encouraging its integration into the existing curriculum, and (2) expanding the number of faculty with teaching and research expertise specific to women in order to better support a new minor in Women's Studies. Six week-long, interdisciplinary, summer seminars were led by nationally recognized scholars for faculty in related sets of disciplines that had not previously been included in women's studies seminars. The purpose of the seminars was to acquaint faculty with a sampling of feminist scholarship, to demonstrate how it has changed knowledge in their, and related, disciplines, and to suggest ways in which this scholarship could be used to modify or change the content of courses and techniques of teaching. Each seminar had twelve - fifteen participants who were expected to revise an existing course or develop a new one compatible with the needs of the Women's Studies Program.

Seminars for the 1988-89 year included: (1) *Women and the Visual Arts*, led by art historian Eunice Lipton; (2) *Gender and Science*, led by biologist Sue V. Rosser; and (3) *Afrocentric Black Women*, led by sociologist La Francis Rodgers Rose. Seminars for 1989-90 included: (1) *The Political Economy of Women in Historical and Multicultural Perspective*, led by historian and Director of the Center for Advanced Feminist Studies at the University of Minnesota, Sara Evans; *(2) Psychology of Women and Developmental Issues over the Life Cycle*, led by psychologist Bernice Lott; and (3) *Feminist Literary Criticism*, led by humanities scholar Barbara Johnson. Each scholar was selected for having, in addition to teaching and research expertise in her own discipline, knowledge of several related disciplines. Care was taken to insure that faculty in nearly every department in the University were invited to at least one seminar.

**Funding:** $51,000 over 2 years. Source(s): Virginia Council of Higher Education Funds for Excellence.

**Outcome:** By May 1990, over 20 students had declared their intent to minor in Women's Studies, and interest in the program was stretching its ability to meet demand. A greater increase in interest among graduate students for interdisciplinary courses on women and on gender, and an expressed desire for a concentration on women at the graduate level were also noteworthy. As a direct consequence of the seminars, at least 4 new courses were created, with more promised.

## Curriculum Transformation: Pilot Project

**Location:** Virginia Polytechnic Institute and State University, Blacksburg, VA

**Dates:** Summer, 1989

**Project director(s):** Carol J. Burger, Women's Research Institute, Virginia Polytechnic Institute and State University, 10 Sandy Hall, Blacksburg, VA 24061-0338; phone: (703) 231-7615; fax: (703) 231-7669.

**Other contact person(s):** Susan Brooker-Gross, Geography.

Virginia Fowler, English.

**Number of participants:** 20

**Disciplines involved:** Biology, English, history, humanities, music, philosophy, political science, and sociology.

**Description:** The project consisted of a two-week summer workshop which included small group discussions, panel discussion, guest speakers, and lectures. In addition, videotapes of the nine workshop sessions were made and the copies are held in the Women's Studies Library and Virginia Tech Film Library. The goal was to introduce innovative curricular reform techniques to instructors of core curriculum or general education classes. The main purpose was to mainstream knowledge about women and minorities into the general undergraduate education for schools in Western and Southwestern Virginia. A two-week workshop was held in summer, 1989, and a one-day training session was held in May, 1990.

**Funding:** $58 000. Source(s): Virginia Tech Teaching-Learning Grant; Office of the President, Office of the Provost, College of Arts and Sciences, and Learning Resources Center; The State Council of Higher Education in Virginia.

**Courses affected:** At least 20.

MMWS

# Incorporating American Ethnic Minority Women Into the Curriculum: An Evaluation of Curriculum Change Projects

**Location:** Coordinated at the University of Washington; participating institutions: Barnard, Columbia, CUNY, Duke/UNC, George Washington University, Memphis State University (now University of Memphis), Metro State University, Augsberg, St. Catherine, Macalester, St. Cloud, University of Arizona, Arizona State University, University of Minnesota, Metropolitan State College, Northern Arizona, UC Boulder, UC Colorado Springs, University of Northern Colorado, UCLA, University of Oregon, University of Wisconsin System.

**Dates:** January 1989 - December 1991

**Project director(s):** Angela B. Ginorio, Northwest Center for Research on Women, University of Washington, Cunningham Hall, Box 351380, Seattle, WA 98195-1380; phone: (206) 543-9531; e-mail: ginorio@u.washington.edu.

Johnnella E. Butler, American Ethnic Studies, University of Washington, Box 354380, University of Washington, Seattle, WA 98195-1380; phone: (206) 543-4495; fax: (206) 616-4071; e-mail: jebutler@u.washington.edu.

**Number of participants:** 734

**Disciplines involved:** Education, English, history, interdisciplinary studies, professional fields, psychology and related fields, sciences, social sciences.

**Description:** The project entitled *The Minority Women's Initiative Project* consisted of: (1) seminars and workshops for participating faculty given by invited experts; (2) public lectures by these same experts; (3) meetings for discussion and integration among faculty participants; (4) reading materials provided to participants through individual or project based bibliographic searches; (5) evaluation of before and after samples of syllabi from participating faculty; (6) training activities for campus coordinators and participating faculty; (7) pre- and post-questionnaires given to participating faculty to assess beliefs/attitudes about ethnic minority women, views on teaching, and participants' assessment of the process of course change; (8) evaluation of campus variables related to success; (9) recommendations for project design, training, evaluation, and future funding.

**Funding:** $166,000 plus matching funds. Source(s): The Ford Foundation; participating institutions.

**Outcome:** 75% of the 102 syllabi exhibited an acceptable degree of change, 33% met or exceeded expectations, and 13% exceeded expectations regarding degree of change. The greatest degree of change was seen in the interdisciplinary fields like ethnic studies, women's studies, and American studies, while the least amount of change was observed in the sciences. One quarter of the courses did not show any change, possibly due to resistance by faculty members, lack of textbooks including women of color in many disciplines, and the complexity of gaining expertise in new topics. Faculty reported more familiarity post-program than they did prior to the training with scholarship in women's studies and ethnic studies in their fields. The changes were higher for men than women. When asked to rate the importance of gender and ethnicity in their professional lives, there were no significant differences between men and women faculty prior to the training, but following the training women faculty rated five of the six items as significantly more important than they had previously. The faculty members' perception of the difficulty of curriculum integration increased during the training. The presence and relationship between women's studies and ethnic studies programs impacted the success of the training within those campuses with both programs, and where the relationship between the programs was positive being most successful. Projects focusing on development opportunities for ethnic minority faculty were more successful. Programs were more successful on campuses where diversity issues were institutional priorities.

**Project publications:**

Ginorio, A.B., and J. E. Butler. Final Report to the Ford Foundation on "Incorporating American Ethnic Minority Women into the Curriculum: An Evaluation of Curriculum Change Projects." (1991).

Schmitz, B., et al. "Creating Multicultural Classrooms: An Experience-Derived Faculty Development Program." *New Directions for Teaching and Learning* 49 (Spring, 1992):75-87.

Butler, J., and B. Schmitz. "Ethnic Studies, Women's Studies, and Multiculturalism." *Change* 24, 1 (1992): 36-41.

Butler, J., and J. C. Walter, eds. *Transforming the Curriculum: Ethnic Studies and Womens Studies.* Albany: State University of New York Press, 1991.

## Real-World Mathematics Through Science

**Location:** Washington MESA (Mathematics, Engineering, Science Achievement) University of Washington, Seattle, WA

**Dates:** 1989 - present

**Project director(s):** Nancy Cook, Washington MESA, University of Washington, 353 Loew - Box 352181, Seattle, WA 98195-2181; phone: (206) 543-0562; fax: (206) 685-0666; e-mail: cook@engr.washington.edu.

**Number of participants:** Approximately 50 teachers and scientists involved in the ongoing development of curriculum modules.

**Disciplines involved:** Chemistry, earth science, life science, mathematics, physics.

**Description:** "Real-World Mathematics Through Science" reflects the belief that "knowing mathematics is doing mathematics." The materials are designed to allow students to be actively involved in learning mathematics as they explore a science topic in which the mathematics is used. Students, as they work in small groups, are engaged in open-ended problem-solving, stimulating mathematical reasoning, as well as mathematical communication. The modules are based on the current reform philosophies recommended by the National Council of Teachers of Mathematics and the Washington State Essential Academic Learning Requirements in Mathematics. The modules include suggestions for teachers to incorporate strategies that engage students in collaborative work, encourage the appropriate use of calculators and concrete materials, and provide ample time for true problem-solving. Each module includes a Family Activity in which students and family members learn together as they engage in extensions of the classroom activities. The following modules were produced: *Measuring Earthquakes, Packaging and the Environment, Investigating Apples, The Pharmacy, In the Air, Classifying Fingerprints, Measuring Dinosaurs, Secret Code,* and *With the Wind.* Four additional modules are under development.

**Funding:** Over $700,000 over 8 years. Source(s): National Science Foundation; Addison-Wesley Innovative Division; additional funds from University of Washington.

**Outcome:** Middle school students across Washington State are learning how mathematics and science are used in the real world.

## Summer Science for Girls

**Location:** Washington MESA (Mathematics, Engineering, Science Achievement) University of Washington, Seattle, WA

**Dates:** 1989 - present

**Project director(s):** Nancy Cook, Washington MESA, University of Washington, 353 Loew - Box 352181, Seattle, WA 98195-2181; phone: (206) 543-0562; fax: (206) 685-0666; e-mail: cook@engr.washington.edu.

**Number of participants:** A culturally diverse group of 34 seventh grade girls who are interested in mathematics and science.

**Disciplines involved:** Chemistry, earth science, life science, mathematics, physics.

**Description:** The four-week program runs during the month of July. The curriculum, developed by scientists and teachers working together, is based on the real-world use of computers in science, emphasizing hands-on activities designed to facilitate the growth of scientific reasoning. The curriculum is in alignment with the current reforms in both science and mathematics education. It was developed in accordance with the *American Association for the Advancement of Science Project 2061 Recommendations* and the *National Council of Teachers of Mathematics Curriculum and Evaluation Standards.*

Each week involves activities conducted by university faculty, activities focused on the mathematics necessary for the week, and a field trip related to the work done during that week. In addition, the girls keep informal science journals as well as write formal lab reports. The faculty of ten includes six scientists and three middle school science teachers.

The girls meet monthly throughout the ensuing school year at the University of Washington in preparation for the Washington Science Teachers Association Science and Engineering Contest. They also attend the University Engineering Open House, the University Health Science Open House, and the Expanding Your Horizons Workshop.

**Funding:** $120,000 plus $20,000 annually. Source(s): U.S. Department of Education.

**Outcome:** Middle school girls experience the excitement of doing science, including hands-on, in-depth lab and computer work in a variety of scientific environments; exposure to higher-level math problems; and interaction with female science and engineering professionals.

WCP

## The University of Washington Cultural Pluralism Project

**Location:** University of Washington, Seattle, WA

**Dates:** June 1992 - September 1993

**Project director(s):** Johnnella E. Butler, American Ethnic Studies, University of Washington, Box 354380, Seattle, WA 98195; phone: (206) 543-4495; fax: (206) 616-4071; e-mail: jebutler@u.washington.edu.

Betty Schmitz, Director of Curriculum Transformation, Office of Undergraduate Education, University of Washington, Box 353050, Seattle, WA 98195; phone: (206) 685-8276; fax: (206) 685-4083; e-mail: schmitz@u.washington.edu.

**Number of participants:** 25 faculty; 5 graduate students and professional staff; 25 undergraduate students.

**Disciplines involved:** Anthropology, biology, comparative literature, literature, mathematics, nursing, physics, political science, psychology, urban planning and architecture, women's studies.

**Description:** This was a companion project to the Washington Center/University of Washington Cultural Pluralism Project. The goal of the project was to incorporate material on U.S. people of color into the core curriculum, and to provide faculty with the content and methodology to incorporate analyses involving race, gender, ethnicity, and class into their courses. Faculty and students attended ten plenary sessions and ten discussions over two quarters. Sessions were led both by visiting scholars and by faculty from the University of Washington with expertise on comparative and interdisciplinary content in ethnic studies or related to the inclusion of race, class, gender, and sexual identity. Student interns participated fully in both plenary and discussion sessions and attended specific sessions on research methods. Faculty and students worked in teams to revise courses. While the majority of the students were undergraduates, there were several graduate teaching assistants on the faculty/student teams.

**Funding:** $125,000. Source(s): The Ford Foundation.

**Outcome:** Twenty courses were either revised or newly developed. A state-funded Curriculum Transformation Project was created under the Office of Undergraduate Education, and a diversity materials collection was developed in the Center for Instructional Development Research.

**Project publications:**

*Diversity and Learning*, quarterly newsletter of the University of Washington, Curriculum Transformation Project.

# Andrew W. Mellon Faculty Development Program: National Fellowship Program and New England Regional Seminar Program

**Location:** Wellesley College, Wellesley, MA

**Dates:** 1976 - 1985

**Project director(s):** Carolyn Elliott, 1976-1977.

Martha Tolpin and Jan Mokros, 1977-1979.

Peggy McIntosh, 1979-1985, Center for Research on Women, Wellesley College, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

**Number of participants:** 90 college faculty members from the New England area and 15 national scholars from all over the United States.

**Disciplines involved:** Faculty in all liberal arts disciplines were invited to apply. During the final three years of the project, the monthly seminars focused in successive years on the humanities, social sciences, and math, science, and technology.

**Description:** Monthly faculty seminars; semester and year-long fellowship awards, some regional, some national. Faculty who received fellowships were asked to take time off from teaching so that they could do enough research on women to balance views of women and men in at least one course they taught. For the seminars, the overarching questions were: What are the shaping dimensions of my discipline at present, and how would it need to change to reflect that women are half the world's population and have had half the world's lived experience? All participants were encouraged to submit working papers to the Center's Working Papers Committee for publication. Over 70 papers were published; 22 still remain on the Center's current (1995) list.

During the first three years of the program, as designed by Carolyn Elliott, the program's founder, eight to ten scholars were funded annually. The Mellon grant paid for released time for a semester or a year. Most participants came from the New England area. All met monthly for a three-hour Mellon Seminar with dinner. During the final three years, when the project became national under the leadership of Peggy McIntosh, 15 grants were awarded to scholars from around the United States who received housing at Wellesley College for a semester or a year. During the final three years, the monthly seminars were enlarged to 22-25 members, and focused successively on humanities, social sciences, and math, science, and technology.

## Wellesley College

**Funding:** $625,000 over 9 years. Source(s): Andrew W. Mellon Foundation.

**Outcome:** At least 105 professors altered courses and theoretical understandings of the shaping dimensions of their disciplines. Many of the participants are themselves pioneers of women's studies scholarship; they include:

Celia Alvarez
Teresa Amott
Margaret Andersen
Susan Armitage
Joanne Braxton
Blythe Clinchy
Laurie Crumpacker
Marsha Darling
Mary Ann Ferguson
Carol Gilligan
Judith Hallett
Evelynn Hammonds
Sandra Harding
Florence Howe
Gloria Hull
Ruth Harriet Jacobs
Nancy Kampen
Debra Kaufman
Evelyn Fox Keller
Louise Lamphere
Helen Longino
Zella Luria
Frances Maher
Jane Roland Martin
Julie Matthaei
Andree Nicola-McLaughlin
Catherine Portuges
Lillian Robinson
Marilyn Schuster
Patricinio Schweickart
Bonnie Spanier
Anne Fausto-Sterling
Susan Van Dyne
Mary Roth Walsh
Mary Helen Washington
Frances White

**Publications:**

Many of the 105 recipients of Mellon grants have cited the program in their published work. A description of the project appeared in *Women's Studies Quarterly*, 10:1 (Spring, 1982) p. 30. Also see Anderson, Margaret, ed. *Mellon Seminars 1977-85: A Reunion/Retrospective*. 1985. Wellesley College, 1985.

McIntosh, Peggy. "The Study of Women in the Liberal Arts Curriculum." *The Forum for Liberal Education*, October 1981. Washington, D.C.: American Association of Colleges.

McIntosh, Peggy. "The Study of Women: Processes of Personal and Curricular Re-vision." *The Forum for Liberal Education*, April 1984. Washington, D.C.: American Association of Colleges.

McIntosh, Peggy. "WARNING: The New Scholarship on Women May Be Hazardous to Your Ego." *Women's Studies Quarterly*, X:1 (Spring, 1982) pp. 29-34.

# Directory of Programs: Transforming the Liberal Arts Curriculum Through Incorporation of New Scholarship on Women

**Location:** Based at the Wellesley College Center for Research on Women, Wellesley, MA

**Dates:** 1981, 1983 - 1984

**Project director(s):** Martha Tolpin (1981). Peggy McIntosh (1983-1984), Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Assistants: Katharine Stanis and Barbara Kneubuhl (1983-1984).

**Number of participants:** Not applicable.

**Disciplines involved:** All liberal arts disciplines.

**Description:** The Directory was originally compiled in 1981 by Martha Tolpin of Project HERS-New England, at the Wellesley College Center for Research on Women. Its purpose was to list in one place the names of colleges, universities, associations, and organizations which had programs designed to bring the new scholarship on women into the main curriculum. It had 49 entries. In 1983 and 1984, Peggy McIntosh, Katharine Stanis, and Barbara Kneubuhl updated the directory. The 1984 edition gave detailed descriptions of projects at 59 institutions and professional associations, and specified which offered printed materials and/or conferences.

**Funding:** Not available. Source(s): The Ford Foundation; Andrew W. Mellon Foundation.

**Outcome:** This was the first nationwide compilation and distribution of information on U.S. curriculum transformation projects involving new scholarship on women.

**Project publications:**

Directories issued in 1981, 1983, and 1984. Copies are on file with the National Center for Curriculum Transformation Resources on Women. The 1984 Directory was reprinted in *Women's Studies Quarterly*, Spring, 1983.

## Black Women's Studies Faculty and Curriculum Development Project

**Location:** Wellesley College Center for Research on Women, Wellesley, MA and Spelman College, Atlanta, GA

**Dates:** 1982 - 1984

**Project director(s):** Patricia Bell Scott, Professor, Child and Family Development, Women's Studies, University of Georgia, Dawson Hall, Athens, GA 30602-3622; phone: (706) 542-4902; fax: (706) 542-4389; e-mail: bscott@fcs.uga.edu

Barbara Smith, Kitchen Table: Women of Color Press, 235 Livingston Avenue, Albany, NY 12210-2532.

Gloria Hull (Akasha), University of California at Santa Cruz, Santa Cruz, CA 95064.

**Number of participants:** Not available.

**Disciplines involved:** Not available.

**Description:** This project developed a Black Women's Studies concentration in collaboration with humanities and social sciences faculty from twelve historically Black institutions. Using workshops held in May 1983 and January 1984 at Spelman College's newly established Women's Research and Resource Center, the project emphasized curricular reform study groups, resource sharing, and networking with a view to redesigning existing courses to include content on Black women in the curriculum of these colleges and universities. Workshop participants and project staff developed survey instruments to evaluate the project which were used in writing the final report.

**Funding:** Not available. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE).

**Project publications:**

Bell Scott, Patricia, Gloria Hull, and Barbara Smith. *All the Women Are White, All the Blacks Are Men, But Some of Us Are Brave: Black Women's Studies.* New York: The Feminist Press, 1982.

# Andrew W. Mellon Faculty Development Program: National Consulting Program on Curriculum Transformation

**Location:** Based at the Wellesley College Center for Research on Women, Wellesley, MA

**Dates:** 1982 - 1986

**Project director(s):** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

**Number of participants:** Approximately 60 colleges and universities, and 40 consultants on curriculum change.

**Disciplines involved:** All liberal arts disciplines.

**Description:** From 1982-1986, the National Consulting Program on Curriculum Transformation provided matching funds to college deans or department chairs who brought consultants to campuses to help faculty bring the new scholarship on women into the main undergraduate curriculum. All consultants were women's studies scholars and/or had prior experience in projects aimed at helping faculty to balance views of women and men in undergraduate courses. From 1983-1984, the Center created a National Directory of Curriculum Change Projects and a List of Consultants on curriculum change.

The Consulting Program shared all travel, room, board, and honorarium expenses with the host institution. Consultants who were not in the Program's directory could also be invited.

**Funding:** Approximately $90,000 over 3 years. Source(s): Andrew W. Mellon Foundation.

**Outcome:** There is no way to measure the outcome, but the 60 consultancies funded by this program gave very wide exposure to the idea of curriculum change in colleges and universities all over the United States. The Association of American Colleges had already offered pioneering support; many universities now began to take notice as well.

**Project publications:**

"Directories of Projects and Consultants in Women's Studies," 1983-84. Copies are on file with the National Center for Curriculum Transformation Resources on Women.

## Geraldine Rockefeller Dodge Faculty Development Project

**Location:** Wellesley College, Wellesley, MA

**Dates:** 1982 - 1987

**Project director(s):** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617)283-2504.

**Other contact person(s):** Emily Style (Co-director for Year IV), 286 Meeker Street, South Orange, NJ 07079-1541; phone: (201) 763-6378; fax: (201) 763-5670.

**Number of participants:** 20 - 22 participants per year, seminars lasting 10 months each, September-June; 82 teachers of Grades 6-12 participated over the 4-year period.

**Disciplines involved:** All subjects at all grade levels.

**Description:** This project created regional year-long seminars on curriculum change with regard to gender and race for teachers of grades six through twelve in private and public schools in the Northeast and Mid-Atlantic states. The goal of the project was to help teachers make the school curriculum more gender-fair and multicultural, and to provide a dependable place for adult development of teachers over time in company with each other and in light of new multicultural scholarship on women. In Year I, the location was New England; in Year II, New York, New Jersey, and Connecticut; in Year III, Pennsylvania, Maryland, and Delaware; and in Year IV, New Jersey. In most cases, one teacher came from each of approximately eighty schools. School heads were invited to attend a mid-year meeting of the seminar.

**Funding:** $164,000 over 4 years. Source(s): Geraldine Rockefeller Dodge Foundation. Participants received a small stipend, generally $200 - $400 for the series, and all meals.

**Outcome:** Some 80 teachers enlarged their ability to analyze curricula, to see both implicit and explicit course content and teaching styles, and to expand curricula in the light of new research on women.

**Project publications:**

Crocco, Margaret, ed. *Listening for All Voices: Gender Balancing the School Curriculum.* Oak Knoll School, Summit, NJ, 1988. (Available from Oak Knoll School, 44 Blackburn Road, Summit, NJ 07901, Tel: (201) 273-1125.).

"Gender Issues for the Schools: An Interview with Peggy McIntosh," *Independent School*, National Association of Independent Schools, Washington, DC, December, 1984.

McIntosh, Peggy. "The Dodge Faculty Development Program in Women's Studies for Secondary School Teachers." *National Women's Studies Association Perspectives*, Vol. 4, No. 1, Winter, 1986.

# Directory of K-12 School Projects and Consultants in Women's Studies

**Location:** Wellesley College Center for Research on Women, Wellesley, MA

**Dates:** 1986 - 1987

**Project director(s):** Peggy McIntosh, Wellesley College, Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Project Associate: Gretel Clark.

**Number of participants:** Curriculum integration projects at 32 schools are listed. Twenty-nine consultants are listed.

**Disciplines involved:** All K-12.

**Description:** This forty page directory, published in 1987, consists of two parts. The first section lists thirty-two elementary and secondary school projects designed to help faculty bring new materials and more inclusive perspectives from women's studies into the school curriculum and into discussions of school climate and policy. The second section lists twenty-nine individuals experienced in integrating materials and perspectives from women's studies into the K-12 school curricula and who were willing to serve as consultants in this work.

**Funding:** $12,000. Source(s): Anonymous.

**Outcome:** Networking. The directory was widely distributed to K-12 schools in the U.S., and was the first nationwide compilation of K-12 curriculum transformation projects and consultants in women's studies.

**Project publications:**

*Directory of School Projects and Consultants in Women's Studies*, 1987. Available from Wellesley College Center for Research on Women.

# National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity)

**Location:** Project is based at the Wellesley College Center for Research on Women, Wellesley, MA

**Dates:** 1986 - present

**Project co-directors:** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Emily Style, 286 Meeker Street, South Orange, NJ 07079-1541; phone: (201) 763-6378; fax: (201) 763-5670.

**Number of participants:** As of 1995, 360 teachers had trained as seminar leaders, and over 5,000 teachers had participated in year-long school-based SEED seminars facilitated by these leaders in over 30 U.S. states and 10 other countries.

**Description:** The National SEED Project on Inclusive Curriculum establishes building-based, teacher-led faculty development seminars for K-12 teachers in public and private schools throughout the United States and the world.

A week-long SEED New Leaders' Workshop prepares one or two leaders from each participating school to coordinate a year-long reading group with other teachers in the district or school, with the goal of making school curricula and teaching methods more gender-fair and multicultural in all subject areas.

SEED reading and discussion groups meet monthly during a school year for three hours at a time. They enroll ten to twenty teachers from all subject areas and from one or more schools, public and private. The leader's role is to facilitate conversation about new scholarship, teaching methods, curriculum, and school climates. The SEED Project provides each leader with a small library of books and numerous materials from new multicultural scholarship on women and men, including books, articles, films, fiction, poetry, and other materials which increase teachers' and students' abilities to recognize and respect positive dimensions in diverse cultures not customarily studied in school curricula or reinforced in school climates. In addition to the benefits of school-based seminars, the Project has created a new network, both local and international, of educators engaged in curriculum transformation. For teachers in Minnesota and New Jersey, SEED seminar work has led to the creation of state branches, under the direction of experienced SEED leaders Cathy Nelson and Kim Wilson in Minnesota, and Emily Style in New Jersey. Some SEED seminars have been led by parents, community members, and college teachers.

Schools and districts collaborate with the National SEED Project or with state branches of SEED in establishing and contributing to seminars and providing books, materials, and refreshments.

**Funding:** $1,484,000 total over 9 years. Source(s): Trustees of the Foxhollow School; Valentine Foundation; Robert and Ellen Stern Foundation; Anna Wilder Phelps Fund; Hewlett-Packard Company; Botwinick-Wolfensohn Charitable Trust; Anonymous contributions; Geraldine Rockefeller Dodge Foundation.

**Outcome:** A network of teachers, administrators, and parents connected with public and private schools has been established in thirty-two U.S. states and in ten other countries. Over 5,000 teachers have participated in National SEED seminars to date, and another 1,800 have participated in seminars established in the New Jersey and Minnesota SEED branches. Many course revisions have been, and continue to be, made as teachers develop their curricula and teaching methods. Most SEED Seminar Leaders have become consultants, presenters, authors, administrators, and important contributors to the national work on curricular inclusiveness and diversity.

**Publications:**

Nelson, Cathy. "The National SEED Project." *Educational Leadership*, December 1991/January 1992. pp. 66-67.

Strang, Dorothy. "The National SEED Project: Including Us All." *Academic Forum*, National Association of Independent Schools, Washington, DC. Spring, 1992.

McIntosh, Peggy, and Emily Style. "Faculty Centered Faculty Development," in Patrick F. Bassett and Louis Crozier, eds., *Looking Ahead: Independent School Issues and Answers*. Avocus Publishing Inc., Washington, DC, 1994.

SEED

# Kentucky Teachers' Project on Women in the Curriculum

**Location:** Project site: Louisville, KY. Project is based at the Wellesley College Center for Research on Women, Wellesley, MA.

**Dates:** 1987 - 1990

**Project director(s):** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Local coordinators:
Cathy Sutton, Louisville Collegiate School; phone: (502) 451-6728.

Sarah Moran, St. Francis High School; phone: (502) 423-8588.

**Number of participants:** 18 - 22 teachers per year for 3 years.

**Disciplines involved:** All disciplines, grades 9-12.

**Description:** This three year project consisted of two years of seminars for teachers in Louisville schools, followed by collaboration between these teachers and others in other parts of Kentucky to create more inclusive curricula along lines of race, class, and gender.

Teachers from eleven Louisville schools participated in the first two series of five seminar meetings per year during 1987-89. The group, drawn from five public and six private schools, met evenings at Louisville Collegiate School. Members read books and articles in women's studies, feminist pedagogy, the developing field of men's studies, and curriculum change. They discussed ways in which high school courses and teaching methods can be made more inclusive, and how schools can help both girls and boys to develop their personalities on a more inclusive basis. All group members received 10-15 books and many articles. Louisville Collegiate School provided meeting space and refreshments.

During the third and final year of the project, the Louisville teachers participated in an outreach program of their own design to discuss ideas about more inclusive curricula with other teachers in Kentucky. Group members designed the third-year program to their own specifications so that they could do what they felt comfortable with in collaborative meetings with teachers elsewhere.

**Funding:** $75,000 over 3 years. Source(s): Kentucky Foundation for Women.

**Outcome:** All participants expanded their outlooks and knowledge of feminist and multicultural scholarship, and their awareness of gender and culture in curricula and teaching methods.

## Gender, Race, and Inclusive Education

**Location:** Wellesley College Center for Research on Women, Wellesley, MA

**Date:** 1990 - present

**Project director(s):** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

**Number of participants:** At least 20 participating schools, colleges, organizations, and institutions per year.

**Disciplines involved:** All K-12 subjects and liberal arts disciplines.

**Description:** This project provides presentations and workshops by Peggy McIntosh and colleagues for schools, colleges, and organizations, on these topics: "Gender-Fair and Multicultural Curricula," "Diversifying Teaching Methods," "White Privilege and Male Privilege," and "Feeling Like A Fraud." Leaders provide papers, bibliographies, and exercises suitable for the audiences in question. The sessions on White Privilege and Male Privilege are structured so that one or more persons of color are co-presenters, sharing podium time and honoraria. Co-presenters may be chosen by the host institution or may be identified through consultation with Dr. McIntosh or her colleague.

**Funding:** $80,000. Source(s): Fees received from participating institutions. Fees support the National SEED Project on Inclusive Curriculum.

**Outcome:** Consulting services have been provided to many curriculum integration projects, Women's Studies and Ethnic Studies programs, schools, and corporations.

**Project publications:**

McIntosh, Peggy. "Warning: The New Scholarship on Women May Be Hazardous to Your Ego." *Women's Studies Quarterly*, X, 1: (Spring 1982) pp. 29-31.

McIntosh, Peggy. "Interactive Phases of Curricular Re-Vision: A Feminist Perspective." 1983. Working Paper No. 124, Wellesley College Center for Research on Women, Wellesley, MA 02181.

McIntosh, Peggy. "Interactive Phases of Curricular and Personal Re-Vision with Regard to Race." 1990. Working Paper No. 219, Wellesley College Center for Research on Women, Wellesley, MA 02181.

McIntosh, Peggy. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies." 1988. Working Paper No. 189, Wellesley College Center for Research on Women, Wellesley, MA 02181.

SEED

# SEED Teacher-As-Researcher Project (Seeking Educational Equity and Diversity)

**Location:** Institute site: Castilleja School, Palo Alto, CA. The SEED Project is based at the Wellesley College Center for Research on Women, Wellesley, MA.

**Dates:** July 1991

**Project director(s):** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Emily Style, 286 Meeker Street, South Orange, NJ 07079; phone: (201) 763-6378; fax: (201) 763-5670.

**Number of participants:** 60 K-12 teachers from the United States and Asia, all of whom had led year-long SEED Seminars in their schools; 3 consultants.

**Disciplines involved:** All disciplines, K-12.

**Description:** The Teacher-As-Researcher Conference was conceived with three goals in mind: personal reaffirmation, philosophical rethinking of education, and development of teacher-as-researcher skills and projects. The conference was also planned as a reunion time for SEED Project Seminar Leaders from Years I-IV (1987-1991). It provided space and time for renewal and rejuvenation within a network of old and new friends with shared commitments to curriculum change.

The Teacher-As-Researcher component was conceived in order to help teachers recognize themselves as viable and rich resources for educational strategies and information. Teachers generally work in isolation and keep their findings, conclusions, and working principles to themselves. Whether or not they have systematically generated and/or documented this information, the process can be seen as research. This particular project was designed to assist teachers in collecting evidence more consciously, and in sharing knowledge which would contribute to public understanding of how to improve education, and would lead to cooperative action on a wider scale.

**Funding:** $60,000. Source(s): Anna Wilder Phelps Fund; Anonymous grant.

**Outcome:** Teachers completed Teacher-As-Researcher reports on their activities during the years following the conference.

**Publications:**

*SEED Teacher-As-Researcher Collection, Parts I and II*, 1994. Wellesley College Center for Research on Women, Wellesley, MA 02181.

SEED

## Multicultural Men's Seminar

**Location:** Seminar site: Madison High School, Madison, NJ. Sponsor: National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity), Wellesley College Center for Research on Women, Wellesley, MA.

**Dates:** 1991 - 1995

**Project director(s):** Joseph Russo, English, Madison High School, Richdale Avenue, Madison, NJ 09740; phone: (201) 593-3117.

**Other contact person(s):** Peggy McIntosh and Emily Style, Co-directors, National SEED Project on Inclusive Curriculum, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

**Number of participants:** 10 - 12

**Disciplines involved:** All

**Description:** The seminars met monthly throughout the academic year, bringing together male educators and business men to discuss making curriculum and society more gender-fair and multicultural.

**Funding:** $3,000 for the first two years only. Source(s): Anna Wilder Phelps Fund.

**Outcome:** The seminar increased the capacity of participants to address diversity concerns in their lives and in their own workplaces, and to use each other as network resources for curricular and institutional change.

**Project publications:**

*Men's Stories, Men's Lives*. 1992. Multicultural Men's Studies Seminar, Madison High School, Madison, NJ 07940.

SEED

## The SEED Summer Institute on Multicultural Teaching of High School English (Seeking Educational Equity and Diversity)

**Location:** Institute site: Castilleja School, Palo Alto, CA. The SEED Project is based at the Wellesley College Center for Research on Women, Wellesley, MA.

**Dates:** July 1992

**Project director(s):** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Emily Style, 286 Meeker Street, South Orange, NJ 07079-1541; phone: (201) 763-6378; fax: (201) 763-5670.

**Number of participants:** 24 high school English teachers from all over the United States and Asia, and 4 visiting consultants. All of the teachers had led year-long SEED seminars in their schools.

**Disciplines involved:** High school English, history, American studies, women's studies, multicultural studies.

**Description:** The central aim of the Institute was to provide space and time for the teachers to develop and expand their multicultural teaching and learning. Each participant focused on one of thirty-nine authors fairly new to her/him and did additional reading of a second author. Up to five books by each author were provided by the Project, together with critical articles, interviews, book reviews, biographical information and a twenty-five page bibliography for the workshop as a whole.

Each participant led a teaching session on an individual author read during the Institute, addressing the author's background, writing style, themes, and possible uses of the author's works in high school English classrooms.

The authors selected for the Institute included: Paula Gunn Allen, Rudolfo Anaya, Gloria Anzaldua, Lorna Dee Cervantes, Frank Chin, Sandra Cisneros, Michael Dorris, Louise Erdrich, Nikki Giovanni, Joy Harjo, Linda Hogan, Langston Hughes, Zora Neale Hurston, Arturo Islas, Maxine Hong Kingston, Audre Lorde, Paule Marshall, Ruthanne Lum McCunn, Janice Mirikitani, Nicholasa Mohr, N. Scott Momaday, Toni Morrison, Bharati Mukherjee, David Mura, Leslea Newman, Naomi Shihab Nye, Tillie Olsen, Adrienne Rich, Tomas Rivera, Ole Rolvaag, May Sarton, Ntozake Shange, Leslie Marmon Silko, Gary Soto, Amy Tan, Gerald Vizenor, Alice Walker, August Wilson, and Anzia Yezierska.

**Funding:** $80,000. Source(s): Anonymous grant; Anna Wilder Phelps Fund.

**Outcome:** 24 high school English teachers revised and reframed courses and/or expanded their conceptualizations of teaching literature.

SEED

# Dodge/SEED Seminar for New Jersey Teachers in the Alternate Route to Certification

**Location:** Seminar site: Westfield High School, Westfield, NJ. The SEED Project is based at the Wellesley College Center for Research on Women, Wellesley, MA.

**Dates:** 1992 - 1993

**Project director(s):** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Emily Style, 286 Meeker Street, South Orange, NJ 07079-1541; phone: (201) 763-6378; fax: (201) 763-5670.

**Number of participants:** 23 K-12 teachers.

**Disciplines involved:** All K-12 subject areas.

**Descriptions:** The seminar met monthly, September-June, for three hours at a time. The goal was to help teachers who had received teaching certification in New Jersey within the "alternate route" to learn of new multicultural and women's studies scholarship and to diversify courses at every grade level and in every subject area. All participants received numerous books and other print materials, viewed videos, and were encouraged to "make textbooks of their lives," recognizing dimensions of race, class, and gender in school, society, and self.

**Funding:** $49,000. Source(s): Geraldine Rockefeller Dodge Foundation.

**Outcome:** All participants took away knowledge of ways to change courses, syllabi, texts, perspectives, assignments, and teaching methods to make schooling more multicultural and gender-fair.

SEED

# SEED *Teaching Stories* Project (Seeking Educational Equity and Diversity)

**Location:** Project site: Philadelphia, PA. The SEED Project is based at the Wellesley College Center for Research on Women, Wellesley, MA.

**Dates:** April 1993

**Project director(s):** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Emily Style, 286 Meeker Street, South Orange, NJ 07079-1541; phone: (201) 763-6378; fax: (201) 763-5670.

**Number of participants:** 150 middle school teachers from the Philadelphia area.

**Disciplines involved:** All middle school disciplines.

**Description:** SEED Seminar Leader and author Judy Logan came to Philadelphia for two days to lead workshops based on her book *Teaching Stories*. In line with her practice in teaching grades 7-8 at her school in California, she guided participants in the making of quilt patches to honor women. Before her arrival, seven hundred copies of *Teaching Stories* were distributed to middle school teachers in the Philadelphia area.

**Funding:** $12,000. Source(s): Valentine Foundation; Anna Wilder Phelps Fund.

**Outcome:** All participants participated in a quilt-making process, learned how to do a class Quilt Project, made a quilt patch to honor a woman, wrote journals about teaching, and discussed their teaching with each other.

**Project publications:**

Logan, Judy. *Teaching Stories*. Minneapolis, Minnesota Inclusiveness Project, 1993, available from MIP, 1125 Harbor Lane North, Plymouth, MN 55447.

SEED

## Dodge/SEED Seminar for New Jersey Principals

**Location:** Seminar site: Westfield High School, NJ. The SEED Project is based at the Wellesley College Center for Research on Women, Wellesley, MA.

**Date:** September 1993 - June 1994

**Project director(s):** Peggy McIntosh, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

Emily Style, 286 Meeker Street, South Orange, NJ 07079-1541; phone: (201) 763-6378; fax: (201) 763-5670.

**Number of participants:** 25 New Jersey school principals; 3 consultants.

**Disciplines involved:** All disciplines.

**Description:** This seminar met monthly, September-June, for three hours at a time. It was designed to inform principals in New Jersey K-12 schools about new scholarship on race, gender, and culture so that they could assist teachers to make curricula, teaching methods, and school climates more multicultural and gender-fair. All participants received many books and other print materials, viewed videos, talked with visiting consultants, read aloud work which they had written themselves, and considered their own lives as texts on inner and outer forms of schooling.

**Funding:** $40,000. Source(s): Geraldine Rockefeller Dodge Foundation.

**Outcome:** All seminar participants learned of ways in which factors of difference and bias permeate society and schooling, and discussed strategies for making school curricula and climates more multicultural and gender-fair.

SEED

## The Audre Lorde Seminar

**Location:** Seminar Site: Massachusetts Institute of Technology, Cambridge, MA. Sponsor: National SEED Project on Inclusive Curriculum, Wellesley College Center for Research on Women, Wellesley, MA.

**Dates:** 1993 - 1996

**Project director(s):** Professor Evelynn Hammonds, Science, Technology, and Society Program, Massachusetts Institute of Technology, E51-128, 77 Massachusetts Avenue, Cambridge, MA 02139; phone: (617) 253-8780.

**Other contact person(s):** Peggy McIntosh, National SEED Project on Inclusive Curriculum, Wellesley College Center for Research on Women, Wellesley, MA 02181; phone: (617) 283-2520; fax: (617) 283-2504.

**Number of participants:** Approximately 13 women and men of color who are involved in college, K-12, or media education in the New England area.

**Disciplines involved:** All.

**Description:** This professional development seminar met monthly, most often at the Wellesley College Club. Participants received stipends of $100 per meeting. All participants were persons of color, working to create more inclusive curricula and scholarship in school systems, colleges, and the media.

**Funding:** $10,000 - $13,000 per year. Source(s): Anonymous donor.

**Outcome:** This network of educators of color met for three years to read new scholarship, share their work, and create a manuscript on their educational histories.

**Project publications:**

A book is in progress, coauthored by the members of the Audre Lorde Seminar and edited by Professor Evelynn Hammonds.

## Seminar in Multicultural Studies

**Location:** Wesleyan University, Middletown, CT

**Project director(s):** Christina Crosby, Jill Morawski, and Ann-Louise Shapiro, Wesleyan University, Women's Studies Program, Middletown, CT 06457.

**Number of participants:** Varied, but usually 12-15.

**Disciplines involved:** African-American studies, American studies, anthropology, English, history, psychology, sociology, women's studies.

**Description:** The project was a year-long faculty development seminar designed to help faculty redesign courses cross-listed in women's studies so as to incorporate new scholarship on the relations of gender, race, and ethnicity; we realize that the import of this work entails more than simple additions to syllabi and therefore designed the seminar to address both theoretical and specifically pedagogical concerns. We invited feminist scholars from the area to make presentations at the seminar: three in the fall, and three in the spring. Speakers sent short (20pp.) papers ahead of their visits and brought with them syllabi and bibliographies, all of which came under discussion. Topics included the relation of African-American studies and women's studies and the current debates about how to conceptualize race; Latina studies; the question of appeals to "experience" in the classroom; the on-going discussion about identity politics; the relation of women's studies to a multiculturalism that includes gay and lesbian studies; the difficulty of developing an adequate introductory course in women's studies and, more broadly, the shape of our women's studies curriculum as a whole.

**Funding:** $6,500 over one year, which included travel costs and honoraria for speakers, funds for photocopying, money for refreshments, and a small stipend for the coordinators. Source(s): An internal fund for pedagogical development at Wesleyan, administered by the Office of Academic Affairs.

**Outcome:** Increased understanding among women's studies faculty of the complexities of "multiculturalism," and ad-hoc revisions of individual courses. Greater awareness of the difficulties of introducing the field of women's studies to first- and second-year students, and a commitment to rethinking our introductory course.

## Overcoming Masculine Bias in Introductory College Human Geography

**Location:** West Chester University, West Chester, PA

**Dates:** 1978 - 1979 academic year

**Project director(s):** Arlene C. Rengert, Geography and Planning, West Chester University, West Chester, PA 19383; phone: (610) 436-2746; fax: (610) 436-3170.

**Other contact person(s):** Janice Monk, Women's Studies, University of Arizona, SIROW, 102 Douglass, Tucson, AZ 85721; phone: (602) 621-7338.

**Number of participants:** 10

**Disciplines involved:** Human geography.

**Description:** The purpose of this project was as much to educate the instructor as the student, and the visual presence of the title may have been as instrumental as the materials developed by the project in raising the consciousness of human geographers with regard to gender issues. The project worked first on identifying areas within a standard human geography course for which modules incorporating scholarship on women could be used. Sample modules--including a lengthy write-up of the project, materials for students to read or use, and learning activities for the instructor--were then developed. We then identified faculty from different institutions throughout the country who were willing to come to Urbana, Illinois, for a two-day workshop which introduced them to the project. Participants then tried the sample modules at their own institutions and provided feedback on ways to improve them. The results were presented to the Association of American Geographers Conference and to the National Council for Geographic Education, and to some smaller regional meetings along the same lines. Many participants had no previous exposure to the issues, and the existing texts contained no scholarship on women.

**Funding:** $14,500. Source(s): Women's Educational Equity Act Program; U.S. Department of Education grant to the Association of American Geographers.

**Project publications:**

Lee, David, and Mary Ellen Maizy. *His Space/Her Space*. Association of American Geographers (AAG) monograph, a volume used in a number of courses in human geography which includes gender emphasis. Available from the Association of American Geographers.

Monk, Janice, and Arlene C. Rengert, eds. *Women and Spatial Change: Learning Resources for Social Science Courses*. Dubuque, IA: Kendall/Hunt Publishing Co, 1982.

# West Chester University Curriculum Integration Project

**Location:** West Chester University, West Chester, PA

**Dates:** 1989 - present

**Project director(s):** Stacey Schlau, West Chester University, Womens' Studies, West Chester, PA 19383; phone: (610) 436-2464; fax: (610) 436-3150; e-mail: sschlau@wcupa.edu.

**Number of participants:** 85 in the initial process; 12 - 20 annually.

**Disciplines involved:** Representative sample from education, humanities, social sciences, sciences.

**Description:** Initial stages of the project involved obtaining funding from within the Institution and through the state system. Then, for a period of two years, a series of four workshops with outside consultants was conducted, an annotated bibliography of resources was developed, and videos were purchased and utilized in a film series. With a primary focus on general education, the curriculum integration project now runs once a year, as a semester-long faculty development seminar. Faculty receive one course assigned time in exchange for participating in the seminar and producing a revised syllabus. Recently, an assessment for the project has been initiated.

**Funding:** $10,000 - $15,000 to start the project; about $45,000 annually. Source(s): Internal, on-campus and from the state system in Harrisburg.

**Outcome:** 32 courses have been affected.

**Project publications:**

*Selected Resources in Curriculum Integration: An Annotated Bibliography.* The bibliography is continually updated and available upon request.

# Desexing the Core: Curriculum Changes in Required Introductory Courses

**Location:** Western Wyoming Community College, Rock Springs, WY

**Dates:** August 1983 - May 1984

**Project director(s):** Barbara Smith, English, Western Wyoming Community College, PO Box 428, Rock Springs, WY 82902; phone: (307) 382-1726; fax: (307) 382-7665; e-mail: wwbsmith@antelope.wwc.edu.

**Number of participants:** 6

**Disciplines involved:** English composition, English literature.

**Description:** Participants attended a two-day workshop entitled, "Dealing in the Curriculum with Issues of Sexism" which was conducted by Jack Folsom, an outside consultant. The workshop included the following topics: (1) curriculum assessment; (2) designing a writing curriculum; (3) collaborating on techniques, and (4) revision of syllabi.

**Funding:** Not available. Source(s): Northern Rockies Program on Women in The Curriculum.

**Outcome:** 2 courses were revised.

**Project publications:**

Description included in: Schmitz, Betty. *Integrating Women's Studies into the Curriculum: A Guide and Bibliography.* Old Westbury, NY: Feminist Press, 1985.

# Toward A Balanced Curriculum

**Location:** Wheaton College, Norton, MA

**Dates:** 1980 - present

**Project director(s):** Current: Hannah Goldberg, Provost's Office, Wheaton College, Norton, MA 02766; phone: (508) 285-8200.

From 1980-1984, Bonnie Spanier, now at Women's Studies, University at Albany, SUNY, Albany, NY 12222; phone: (518) 442-9084.

**Other contact person(s):** Kersti Yllo, Sociology, Wheaton College, East Main Street; phone: (508) 286-3654.

Darlene Boroviak, Political Science, Wheaton College, East Main Street; phone: (508) 286-3680.

**Number of participants:** Ongoing project has involved more than 100 faculty at Wheaton; National conference in 1984 involved an additional 125 faculty from other institutions.

**Disciplines involved:** Anthropology, art, biology, chemistry, economics, education, English composition, English literature, French, government, history, mathematics, music, philosophy, physical education, political science, psychology, religion, sociology, women's studies (developed as a result of the project).

**Description:** The project, initially aimed at incorporating the new scholarship on women into introductory-level curricula, began with a one-week institute, then developed into annual one-day meetings to update everyone over a five-year period. Projects generated by individuals, departments, and groups of faculty from several departments were selected by a faculty-student committee and funded in the first three years. Project support included stipends to transform individual courses in many disciplines; support for a departmental project to transform all versions of an introductory psychology course; funds for books, copying, and food for faculty reading and discussion groups in biology, literature, and feminist theory; and honoraria for guest speakers. The administration, especially then-President Alice F. Emerson and then-Provost Ruth Schmidt, played critical roles in creating a supportive environment for individuals and departments.

The project rapidly expanded to address race and class as well as gender. New faculty are oriented to the College's ongoing commitment to multicultural and global education through monthly seminars and workshops.

The original FIPSE grant included plans to hold a national conference at the end of the third year. As the project progressed, it became evident that Wheaton's was only one of numerous projects and approaches being developed and demonstrated nationwide. As a result, the Wheaton Conference became a working conference which drew on the expertise of many individuals already involved in integration projects throughout the nation, joined with teams of faculty and administrators from schools wishing to initiate them.

**Funding:** $250,000 over 16 years. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE).

**Outcome:** More than 15 courses were revised as a result of the initial project. Since then, more than half of Wheaton's faculty have become involved in activities aimed at curriculum revision which reflects the experience of women.

**Project publications:**

Spanier, Bonnie, Alexander Bloom, and Darlene Boroviak, eds. *Toward a Balanced Curriculum; A Sourcebook for Initiating Gender Integration Projects.* Cambridge, MA: Schenkman, 1984. Available from Wheaton College. Contact Darlene Boroviak.

## Cross-Cultural Perspectives and Women's Experiences

**Location:** Wheaton College, Norton, MA

**Dates:** July 1985

**Project director(s):** Frances Maher, Education, Wheaton College, Norton, MA 02766; phone: (508) 286-3671; fax: (508) 285-8270; e-mail: fmaher@wheatonma.edu.

**Number of participants:** 20 colleges from the Northeast; 3 participants from each college; 10 consultants; 14 Wheaton faculty.

**Disciplines involved:** Humanities, social sciences.

**Description:** The goal of the three-and-a-half-day summer conference sponsored by Wheaton College's "Balanced Curriculum Project" was to facilitate faculty from institutions in the New England and New York region to work on the task of integrating scholarship on women of color, working class women, and third world women into the liberal arts curriculum. The conference consisted of a series of workshops on feminist pedagogy, a panel discussion on the politics of integration, and seven small working groups divided by discipline. The working groups focused on the following topics: women's studies; women and development; literature; sociology and anthropology (with a U.S. focus); American working women; psychology and social work; and faculty development. Consultants were hired to work with each group. In June 1986, fifteen of the participants and fifteen Wheaton faculty attended a follow-up meeting which consisted of a speaker, discussions, workshops, and presentations on courses taught, to share responses and ideas gained over the past year since the conference.

**Funding:** $50,000. Source(s): The Ford Foundation.

**Outcome:** Participants developed new courses, transformed old ones, initiated campus programs and workshops, and re-examined classroom relations and pedagogical approaches at their institutions.

**Project publications:**

Maher, Frances A., ed. *Cross-Cultural Perspectives and Women's Experiences.* Norton, MA: Wheaton College, 1987. (Available through Wheaton College)

# The Race and Gender Project

**Location:** William Paterson College, Wayne, NJ

**Dates:** 1980 - present

**Project director(s):** Charley Flint, The New Jersey Project, William Paterson College, Wayne, NJ 07470; phone: (201) 595-2368.

**Other contact person(s):** Paula Rothenberg, William Paterson College, Wayne, NJ 07470; phone: (201) 595-2296.

**Number of participants:** 40 - 100 each year.

**Disciplines involved:** Open to all disciplines; representation changes every year. Education, fine and performing arts, health, humanities, mathematics, physical education, science, and social sciences.

**Description:** Intensive summer institutes and monthly faculty development seminars surrounding issues of race, class, gender, and sexuality.

**Funding:** Not available. Source(s): William Paterson College. The college makes funds available for speakers, consultants, refreshments, released time for the project director. They have also funded two or three summer institutes.

**Outcome:** One new course was created, a required course for all students on race, class, and gender. It is constantly being revised as a result of this project. The project was also responsible for helping to create a sexual harassment policy at the College, and it encouraged the College counseling service to provide appropriate counseling for lesbian and gay students.

**Project publications:**

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996*. Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

# Integrating Women and Issues of Gender into the Humanities Curriculum

**Location:** William Paterson College, Wayne, NJ

**Dates:** 1985 - 1986

**Project director(s):** Paula Rothenberg, The New Jersey Project, William Paterson College, White Hall, Room 315, Wayne, NJ 07470; phone: (201) 595-2296; fax: (201) 595-2974; e-mail: nj_project@wpc.wilpaterson.edu.

**Other contact person(s):** Leslie Agard-Jones, African and Afro-American Studies;

J. Samuel Jordan, English and African and Afro-American Studies;

Gladys Nussenbaum, Bilingual ESL program;

Donna Perry, English and Women's Studies;

Susan Radnor, English and Women's Studies.

**Number of participants:** 150

**Disciplines involved:** English, history, Spanish.

**Description:** Faculty received released time to revise their syllabi, then worked closely with their departments to involve all faculty in the revision. To do this, the Project brought in specialists in each field to lecture the college community and to work directly and intensively with individual departments and faculty members and specific course syllabi.

**Funding:** $14,000. Source(s): New Jersey Department of Higher Education; institutional contributions.

**Outcome:** Two introductory English courses, Intermediate Spanish, and Western Civilization, Part II, were revised.

**Project publications:**

*Initiating Curriculum Transformation in the Humanities: Integrating Women and Issues of Race and Gender.* This booklet includes essays and syllabi by the professors who revised their courses. It is available from the NJP, WPC, Wayne, NJ 07470.

Francis, Roberta W., ed. *The New Jersey Project: Celebrating Ten Years of Curriculum Transformation, 1986-1996.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

Smith, Carol, Ferris Olin, and Wendy Kolmar. T*he New Jersey Project. Integrating the Scholarship on Gender, 1986-1990.* Rutgers, NJ: Institute for Research on Women, Rutgers University, 1990.

MMWS

## Women of Color in the Curriculum (WOCC)

**Location:** University of Wisconsin at Madison, Madison, WI

**Dates:** January 1989 - June 1992

**Project director(s):** Janet Hyde, Psychology, University of Wisconsin at Madison, Madison, WI 53715; phone: (608) 262-9522; fax: (608) 262-4029.

Cyrena Pondrom, English, University of Wisconsin at Madison, Helen C. White Hall, 600 North Park Street, Madison, WI 53706; phone: (608) 263-3717; e-mail: cpondrom@vms.macc.wisc.edu.

**Number of participants:** 100

**Disciplines involved:** A broad representation of humanities and social sciences, including African American and ethnic studies, history, political science, psychology, sociology.

**Description:** Two faculty co-leaders from each of the ten campuses (Eau Claire, Green Bay, La Crosse, Milwaukee, Parkside, Platteville, River Falls, Stevens Point, Stout, Whitewater) of the University of Wisconsin System and representatives from the University of Wisconsin Centers (an association of two-year colleges), came together with members of the Departments of English, History, and Political Science at Madison for a series of six workshops. By organizing the workshops under the rubric of ethnic studies, the project was geared toward an understanding of the need for interdisciplinary work in examining the experience of women of color. In the fall of 1989 an introductory workshop on curriculum transformation, led by Beverly Guy-Sheftall of Spelman College, was followed by a workshop on new scholarship on Hispanic women led by Vicky Ruiz of the University of California at Davis and another on new scholarship on Black women in the social sciences led by Elizabeth Higginbotham from Memphis State (now University of Memphis). In the spring of 1990, Nellie McKay and Freida High Tesfagiorgis of the University of Wisconsin at Madison's Department of Afro-American Studies led a workshop on the new scholarship on Black women in the humanities; Elaine Kim from the University of California at Berkeley consulted on the new scholarship on Asian American women, discussed Asian American writers, and addressed the question of Asian American stereotypes; and Inés Hernandés of the University of California at Davis consulted in a workshop on new scholarship on Native American women organized in coordination with the American Indian Studies Program at Madison. Participants returned to their own campuses and offered workshops to the faculty to create a network effect with the goal of producing revised syllabi.

The emphasis throughout the project was on shifting the debate from curriculum development strategies to epistemological questions; another issue seriously addressed was the problem of appropriation of the experiences and work of women of color. The project also drew attention to the training of graduate students in all disciplines as well as the need for faculty development in ethnic and international studies.

**Funding:** $163,000 over 2½ years. Source(s): The Ford Foundation; matching funds from the University of Wisconsin System.

**Outcome:** 99 syllabi were revised and 14 new courses were developed.

**Project publications:**

"Full Circle: The Women of Color in the Curriculum Project." Working Paper Series # 16. Madison, WI: a joint project by the University of Wisconsin at Madison Women's Studies Research Center and the University of Wisconsin Office of Multicultural Affairs, 1995.

# Science, Diversity, and Community: Revitalizing Introductory Curricula

**Location:** University of Wisconsin System, Madison, WI

**Dates:** September 1992 - Present

**Project director(s):** Jacqueline R. Ross, Director, UW System Women's Studies Consortium, 1612 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706; phone: (608) 262-3056; fax: (608) 263-2046; e-mail: jross@ccmail.uwsa.edu.

**Other contact person(s):** Michael Zimmerman, Dean, College of Letters and Science, University of Wisconsin, Oshkosh, 800 Algoma Boulevard, Oshkosh, WI 54901; phone: (414) 424-1210; fax: (414) 424-3125; e-mail: mz@vaxa.cis.uwosh.edu.

Heidi Fenco, Director of Women and Science Program, University of Wisconsin, Oshkosh, 800 Algoma Boulevard, Oshkosh, WI 54901; phone: (414) 424-7404; fax: (414)424-7076; e-mail: hfcnco@vaxa.cis.uwosh.edu.

**Number of participants:** 7 Distinguisted Visiting Professors; 25 Faculty Fellows; 8 Campus Coordinators; 31 Advisory Board Members; numerous faculty and staff on host UW campuses.

**Disciplines involved:** Primarily mathematics, chemistry, biology/microbiology, physics, engineering. Also, some involvement with agriculture, geology, earth science, paper science, allied health fields.

**Description:** Distinguished Visiting Professors (DVP) taught a model undergraduate introductory science course, counseled two to three Faculty and/or Staff Fellows, presented and facilitated campus-wide workshops for host community faculty, staff and administrators, and visited other UW campuses with Fellows to conduct workshops. One variation led to one institution having two semesters of workshops conducted by external visiting professors and newly trained Faculty Fellows. Participating Faculty and Staff Fellows were required to revise one introductory undergraduate science course and teach that course within two years of the DVP's visit.

**Funding:** $550,182 over 4 years. Source(s): Department of Undergraduate Education of the National Science Foundation.

**Outcome:** 4 courses were revised and 2 new courses were created.

**Project publications:**

Various articles are available (contact Director for more information).

WSAIS

# Internationalizing Women's Studies and Integrating Gender Research into Area Studies Programs

**Location:** University of Wisconsin, Madison, WI

**Dates:** 1996 - 1998

**Project director(s):** Stanlie M. James, Director, Women's Studies Research Center, University of Wisconsin, Madison, 107 Ingraham Hall, 1155 Observatory Drive, Madison, WI 53706; phone: (608) 263-2053; fax: (608) 265-2409; e-mail: smjames@facftaff.wisc.edu.

**Number of participants:** 75

**Disciplines involved:** Women's studies, area and international studies.

**Description:** The Women's Studies Research Center in collaboration with the Council of Area and International Studies will sponsor a series of symposia addressing the integration of gender studies and international studies research. One or two weekend workshops per semester will be devoted to exploring the global diversity of women's actions for social change and to examining feminist theories which account for such diversity. These workshops, conducted by UW, Madison faculty and visiting scholars, focus on topics such as "Curriculum Transformation: Feminist Perspectives on Human Rights and International Relations," "Women's Health in an International Perspective," "Women and Social Movements in Comparative Perspective," "Comparative Studies of Welfare States," "Gender, Militarization, and the Nation-State," and "Women's Relationship to the Environment in a Comparative Perspective." The workshops are intended to encourage research and enrich teaching on women in international contexts, and participants will be asked to present the results of their work at a UW system-wide symposium devoted to curriculum revision.

**Funding:** $1,280. Source(s): The Ford Foundation; University of Wisconsin.

**Outcome:** Yet to be determined.

**Project publications:**

Chamberlain, Mariam K., Sarah Ashton, Melaine Velez, *Women's Studies, Area & International Studies Curriculum Integration Project*. New York: The National Council for Research on Women, 1996. NCRW, 530 Spring Street, 10th Floor, New York, New York 10012-3920; phone: (212) 274-0730; fax: (212) 274-0821.

NRWC

# Integrating Women's Studies into the General Education Program

**Location:** University of Wyoming, Laramie, WY

**Dates:** 1982 - 1983

**Project director(s):** Katherine Jensen, Women's Studies Program, University of Wyoming, PO Box 4297, University Station, Laramie, WY 82071; phone: (307) 766-4217.

**Other contact person(s):** Janice Harris, English Department, Women's Studies Program; Audie Blevins, Department of Sociology; Duncan Harris, English Department.

**Number of participants:** 32 faculty, with additional numbers attending the retreat.

**Disciplines involved:** All arts and sciences departments invited to attend by dean; interdisciplinary programs also represented.

**Description:** Focusing on English and the biological sciences, the project began with a day-long retreat in September, 1982. The retreat featured two guest speakers and corresponding workshops. John Wideman spoke about Integrating Women and Minorities into English courses, especially freshman composition courses. Ruth Hubbard spoke about Rethinking Female Physiology and the Issue of Reproductive Technology. An on-campus keynote address was also given by Ruth Hubbard for the University's academic leadership. Finally, the program directors focused on working with individual faculty on their course proposals for general education approval. All course proposals had to be approved by the General Education Board, which included membership from the Women's Studies Program.

**Funding:** Not available. Source(s): U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE); University funding from the General Education Program.

**Outcome:** The women's studies core courses were all approved as general education courses. All social sciences and humanities courses approved for general education were reviewed for inclusion of women and gender and revised if necessary. Some of the biological and physical sciences and fine arts courses were revised. Approximately 15-20 courses were revised in total.

**Project publications**.

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*. 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

WSP

## Modes of Understanding

**Location:** University of Wyoming, Laramie, WY

**Dates**: 1983 - 1984

**Project director(s):** Katherine Jensen, Women's Studies Program, University of Wyoming, PO Box 4297, University Station, Laramie, WY 82071; phone: (307) 766-4217.

**Other contact person(s):** Jean Owens Schaefer, Associate Dean, College of Arts and Sciences, University of Wyoming.

**Number of participants:** 10

**Disciplines involved:** Art history, biology, philosophy, sociology.

**Description:** The original intention was to work with the Philosophy Department on the junior honors course which had originally been an epistemology course. The project directors worked with a subcommittee from the Philosophy Department on the relationship between gender and epistemological issues. Sandra Harding, a guest speaker, was brought in to host a workshop and give a public lecture. Participants met biweekly for one year to exchange materials and to look at course syllabi but were unable to agree on a syllabus for a comprehensive course.

**Funding:** Approximately $2,000. Source(s): The Ford Foundation; Southwest Institute for Research on Women.

**Outcome:** Courses were proposed for "Modes of Understanding," the junior year University Honors course.

**Project publications**:

Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*, 2 vols. Western States Project on Women in the Curriculum, 1986. Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, AZ 85721-0040.

## Gender and Science: A Symposium

**Location:** University of Wyoming, Laramie, WY

**Dates:** March 1993

**Project director(s):** Patricia A. Taylor, Sociology, University of Wyoming, Laramie, WY 82071; phone: (307) 766-6870; fax: (307) 766-3812; e-mail: gaia@uwyo.edu.

**Number of participants:** 180 from the University and from the state/community, including Colorado and Utah; 3 speakers; 3 commentators.

**Disciplines involved:** Anthropology, atmospheric science, biology, chemistry, mathematics, philosophy, physics, sociology.

**Description:** This symposium was designed to raise several issues regarding the relationship between gender and science, especially the content of science and process of science. The conference began with a dinner on Thursday evening followed by a presentation by Ann Fausto-Sterling, with a response by Patricia Colberg. Friday's events included a morning presentation by Sharon Traweek with a response by David Resnik; lunch with various departmental representatives; an afternoon presentation by Karen Barad and a response by Susan Yoakum. Informal dinners were at various faculty homes. A Saturday morning panel discussion was led by graduate students, at which only students could ask questions of the three main speakers.

The program was timed so that students from physics labs could attend the presentation by the physicist. Additionally, a one-hour credit course was offered, that met in three, three-hour seminar sessions before the conference began, and met once after the conference. This course was team taught by a sociologist and biologist, and allowed 15 students greater reading and in-depth thinking on these issues.

**Funding:** $11,000. Source(s): Center for Teaching Excellence; University of Wyoming, Office of the Dean, College of Arts and Sciences, Department of Physics, Department of Chemistry, Department of Zoology and Physiology, and Women's Studies.

**Outcome:** Two courses were revised, and one was created. A female was hired in a formerly all-male science department.

## Appendix A: Projects are listed by beginning date in ascending, chronological order

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1973 - present | Guilford College | Projects of the Women's Studies Program | Stoneburner, Carol |
| 1973 - present | Harvard Divinity School | Women's Studies in Religion Program | Buchanan, Constance |
| 1976 - 1985 | Wellesley College | Andrew W. Mellon Faculty Development Program: National Fellowship Program and New England Regional Seminar | McIntosh, Peggy/ Elliot, Carolyn/ Tolpin, Martha/ Mokros, Jan |
| 1977 - present | Hamline University | Women in World Area Studies (WWAS) | Gross, Susan Hill/ Bingham, Marjorie Wall |
| 1977 - present | Hamline University | Women in Development | Gross, Susan Hill/ Rojas, Mary Hill |
| 1978 - 1980 | Utah State University | Sex and Gender in the Social Sciences: Reassessing the Introductory Courses | Gappa, Judith |
| 1978 - 1979 | West Chester University | Overcoming Masculine Bias in Introductory College Human Geography | Rengert, Arlene C. |
| 1979 - 1981 | Montana State University | Seeking Women's Equity through Curriculum Reform | Schmitz, Betty |
| 1980 - 1982 | Alverno College | Course Development: The Local Community and Its Politics | Salem, Greta |
| 1980 - 1982 | University of North Dakota | New Scholarship on Women: A Curriculum Transformation Project | O'Donnell, Sherry |
| 1980 - 1983 | Old Dominion University | Third World Studies: Integrating Third World into the Curriculum | Bookin-Weiner, Jerry |
| 1980 - present | University of Maine | Women in the Curriculum (WIC) and Women's Studies Program | Schonberger, Ann |
| 1980 - present | Wheaton College | Toward a Balanced Curriculum | Spanier, Bonnie/ Goldberg, Hannah |
| 1980 - present | William Paterson College | The Race and Gender Project | Rothenberg, Paula |
| 1981 | Lewis and Clark College | Faculty Development Seminar on Women's Studies | Kirschner, Susan/ Savage, David |
| 1981 - 1982 | University of Arizona | Extended Teachers Institute in Literature | Aiken, Susan |
| 1981 - 1983 | Michigan State University | Mainstreaming of Women's Studies into the Traditional Curriculum | Ladenson, Joyce |
| 1981 - 1983 | Montana State University | Northern Rockies Project on Women in the Curriculum | Schmitz, Betty |
| 1981 - 1983, 1988 | American Political Science Association | Citizenship and Change: Women and American Politics | Mann, Sheliah |
| 1981 - 1983 | San Francisco State University | Cross-Cultural Perspectives in the Curriculum | Rosenfelt, Deborah |
| 1981 - 1984 | Wellesley College | Directory of Programs: Transforming the Liberal Arts Curriculum Through Incorporation of New Scholarship on Women | McIntosh, Peggy |
| 1981 - 1985 | University of Arizona | Women's Studies in the Humanities Curriculum | Dinnerstein, Myra |
| 1981 - 1993 | New Jersey Institute of Technology | Females in Engineering...Methods, Motivation, Experience | Novemsky, Lisa |

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1982 - 1983 | University of Wyoming | Integrating Women's Studies into the General Education Program | Jensen, Katherine |
| 1982 - 1984 | Indiana University | Mainstreaming | Robinson, Jean |
| 1982 - 1984 | Wellesley College | Black Women's Studies Faculty and Curriculum Development Project | Scott, Patricia Bell/ Hull, Gloria/ Smith, Barbara |
| 1982 - 1985 | University of Arizona | Expanding Options in Rural Education | Hamilton, Mary Lynn/ Amodeo, Luiza |
| 1982 - 1986 | CUNY, Hunter College | Integrating Scholarship on Women into Introductory Courses | Lees, Susan/ Denmark, Florence/ Helly, Dorothy O. |
| 1982 - 1986 | Wellesley College | Andrew W. Mellon Faculty Development Program: National Consulting Program on Curriculum Transformation | McIntosh, Peggy |
| 1982 - 1987 | Wellesley College | Geraldine Rockefeller Dodge Faculty Development Project | McIntosh, Peggy |
| 1982 - 1990 | Smith College | The Study of Women: Faculty and Curriculum Transformation Model | Van Dyne, Susan |
| 1983 | Central Washington University | Integrating Women's Studies into the Curriculum | Sheldon, Dorothy Mae |
| 1983 | Kansas State University | Integrating Material About Women into the Humanities Curriculum | Coyner, Sandra |
| 1983 - 1984 | University of Arizona, SIROW | Extended Teacher Institute on Integrating Women's History in the Secondary School Curriculum | Anderson, Karen |
| 1983 - 1984 | Western Wyoming Community College | Desexing the Core: Curriculum Changes in Required Introductory Courses | Smith, Barbara |
| 1983 - 1984 | University of Wyoming | Modes of Understanding | Jensen, Katherine |
| 1983 - 1985 | University of Arizona | Western States Project on Women in the Curriculum | Schmitz, Betty/ Dinnerstein, Myra |
| 1983 - 1985 | Greenfield Community College | Curriculum Development Project | Wiley, Anne |
| 1983 - 1985 | Kansas State University | The Mainstreaming Project | Coyner, Sandra |
| 1983 - 1985 | Mills College | Integrating the Scholarship on Women into the Curriculum | Longino, Helen |
| 1983 - 1985 | Spelman College | Curriculum Development in Black Women's Studies at Selected Southern Colleges | Guy-Sheftall, Beverly |
| 1983 - 1986 | Duke/University of North Carolina | Incorporating Women's Studies into Secondary and Post-Secondary Education in North Carolina | Greene, Christina |
| 1983 - 1986 | Towson University | Transforming the Curriculum, Integrating the Scholarship on Women | Coulter, Sara/ Hedges, Elaine |
| 1983 - 1989 | Duke University | Integrating Women into the Curriculum | O'Barr, Jean |
| 1983 - present | Duke University | Research on Women, Gender and Feminist Theories | O'Barr, Jean |
| 1984 | Gonzaga University | Faculty Workshop for Integration of Study of Women into Curriculum | Buker, Eloise |

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1984 - 1985 | University of Albuquerque | Women in the Curriculum | Gray, Glenda |
| 1984 - 1985 | Colorado College | Faculty Seminar on the New Scholarship on Women | Duncombe, Margaret |
| 1984 - 1985 | Colorado State University | Integrating New Scholarship on Women into the Core Curriculum of a Professional Social Work Education Program | Boland, Mary |
| 1984 - 1985 | Drew University | Mainstreaming Women's Studies into the Humanities Curriculum | Kolmar, Wendy/ Weimer, Joan |
| 1984 - 1985 | Eastern New Mexico University | Integrating Women's Studies into the Core Curriculum | Frost, Janet |
| 1984 - 1985 | Heritage College | Women as Resources | James, Mary |
| 1984 - 1985 | Lewis and Clark College | Western States Project on Women in the Curriculum: Math and Sciences | Ward, Jean |
| 1984 - 1985 | University of Nebraska at Omaha | Women in the Curriculum | Leavitt, Harvey |
| 1984 - 1985 | University of North Dakota | Is It 40 Below at UND for Female Students? | Donaldson, Sandra |
| 1984 - 1985 | College of Saint Mary | Re-Claiming Our Heritage: Women's Studies at CSM | Mulliken, Elizabeth |
| 1984 - 1985 | University of Texas, Arlington | Women's History and the United States Survey: A Faculty Development Project to Integrate Women's Studies into the Curriculum | Underwood, Kathleen |
| 1984 - 1985 | University of Texas, El Paso | Integrating Women into the Curriculum | Staudt, Kathleen |
| 1984 - 1985 | Texas A&M University | The Texas A&M Curricula Integration Project | Maret, Elizabeth |
| 1984 - 1986 | CUNY, Hunter College | Integrating Scholarship on Women into the Professional Schools | Helly, Dorothy O./ Abramovitz, Mimi |
| 1984 - 1986 | Kansas State University | Integrating the New Scholarship on Women into Introduction to Sociology and Social Work Courses | Camp, Henry/ Flora, Cornelia |
| 1984 - 1986 | University of New Mexico | Into the Mainstream: Integrating the New Scholarship on Women in the Curriculum | Bannan, Helen |
| 1984 - 1987 | University of Arizona | Integrating Women into International Studies | Monk, Janice/ Nielson, Joyce |
| 1984 - 1987 | Eastern Washington University | The Team Approach to Women's Studies Integration | Swedberg, Gertrude |
| 1984 - 1987 | Montgomery College | Integrating Women into the Curriculum | Goldenberg, Myrna |
| 1985 | University of Utah | Gender Balance in the Curriculum and Teaching of Required Writing Courses | Parsons, Ann |
| 1985 | Wheaton College | Cross-Cultural Perspectives and Women's Experiences | Maher, Frances |
| 1985 - 1986 | University of Delaware | Curriculum Project to Integrate Research on Women into the Curriculum | Andersen, Margaret/ Harding, Sandra |
| 1985 - 1986 | Drew University | Integrating Women's Studies into the Curriculum: Humanities Introductory and Survey Courses | Kolmar, Wendy/ Weimer, Joan |
| 1985 - 1986 | Fairhaven College | Fairhaven College Faculty Development and Curriculum Integration Project | Anderson, Kathryn |

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1985 - 1986 | William Paterson College | Integrating Women and Issues of Gender into the Humanities Curriculum | Rothenberg, Paula |
| 1985 - 1987 | CUNY, Graduate School and University Center | Integrating Scholarship on Women into the Community Colleges | Zalk, Sue Rosenberg |
| 1985 - 1987 | Richard Stockton College | Women in Law, History, and Literature | Latourette, Audrey Wolfson |
| 1985 - 1988 | SUNY, Cortland | Creating a Requirement in General Education to Study Prejudice and Discrimination | Russell, Kathryn/ Francis, Patty |
| 1985 - present | University of Connecticut | Project for a Balanced Curriculum | Carter, Patricia |
| 1985 - present | Emmanuel College | The City | Fischer, Britta |
| 1985 - present | University of Memphis | National Summer Workshops on Race and Gender | Higginbotham, Elizabeth |
| 1986 | SUNY, Cortland | Exploring Gender, Race, and Class | Russell, Kathryn |
| 1986 - 1987 | Rutgers University | Model of Persistence: Women Artists in the 20th Century | Olin, Ferris/ Brodsky, Judith/ York, Hildreth/ Duus, Louise |
| 1986 - 1987 | Wellesley College | Directory of K-12 School Projects and Consultants in Women's Studies | McIntosh, Peggy |
| 1986 - 1988 | University of Arizona | Mainstreaming New Research on Women into the Core Undergraduate Curriculum at Selected Institutions | Schmitz, Betty/ Dinnerstein, Myra |
| 1986 - 1988 | Donnelly College | Integrating Women's Studies into the Curriculum | Callaghan, Patricia |
| 1986 - 1988 | Duke/University of North Carolina | Women's Studies Curriculum Development Project | Greene, Christina |
| 1986 - 1988 | El Paso Community College | El Paso Community College Western States Project on Women in the Curriculum | Foskett, Jeanne |
| 1986 - 1988 | University of Illinois, Chicago | Restoring Women to History: Women in Africa, Asia, Latin-America, the Caribbean and the Middle East | Strobel, Margaret |
| 1986 - 1988 | Stephens College | Curriculum Project for the Consortium for the Advancement of Private Higher Education | Krawitz, Nikki |
| 1986 - present | Wellesley College | National SEED Project on Inclusive Curriculum | McIntosh, Peggy/ Style, Emily |
| 1986 - present | William Paterson College | The New Jersey Project | Rothenberg, Paula/ Smith, Carol |
| 1987 | Montgomery College | Balancing the Curriculum Summer Institute | Goldenberg, Myrna |
| 1987 - 1988 | Arizona Historical Society | Interpreting Gender, Technology, and Rapid Growth: Programs for Arizona Museums | Monk, Janice |
| 1987 - 1988 | Drew University | Integrating the Scholarship on Gender: The Intersection of Race, Class, Ethnicity and Gender | Kolmar, Wendy |
| 1987 - 1988 | Lewis and Clark College | QUILL IV | Ward, Jean/ Atkinson, Jane |
| 1987 - 1988 | Ohio University | Integrating Gender Scholarship: Transforming the Curriculum | Hunt, Linda/ Hall, Aileen |
| 1987 - 1988 | Pima Community College | Gender Awareness Program (GAP) | White, Kathie Snow |
| 1987 - 1988 | Richard Stockton College | Transforming the Curriculum: Women's Place is in the Curriculum | Ashton, Nancy |

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1987 - 1988 | Ursinus College | Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class | Hall, Colette |
| 1987 - 1989 | Cabrillo College | Western States Project on Mainstreaming Women | Brogan, Rosemary |
| 1987 - 1989 | University of California, Los Angeles | UCLA Curriculum Integration Project (CIP) | Astin, Helen/ Alpers, Edward |
| 1987 - 1989 | Monmouth University | Integrating the Scholarship on Gender: Faculty Development (1987-1988); Curriculum Dev (1988-1989) | Bluemel, Kristin/ Lauria, Marilyn |
| 1987 - 1989 | SUNY, Brockport | Curriculum Integration Project | Vanfossen, Beth |
| 1987 - 1990 | University of Arizona | Teaching Women's Studies from an International Perspective | Monk, Janice |
| 1987 - 1990 | Wellesley College | Kentucky Teachers' Project on Women in the Curriculum | McIntosh, Peggy |
| 1987 - 1991 | CUNY, City College | Balancing the Curriculum for Gender, Race, Ethnicity and Class: Seminar for Vocational and Technical Education | Omolade, Barbara |
| 1987 - 1991 | CUNY, Hunter College | Balancing the Curriculum for Gender, Race, Ethnicity and Class | Helly, Dorothy O./ Heung, Marina/ Tronto, Joan/ Ortiz, Altagracia/ Omolade, Barbara |
| 1987 - 1995 | SUNY, Plattsburgh | Curriculum Inclusion Project I | Buckley, Suzann |
| 1987 - present | St Paul's School for Girls | Toward a More Inclusive Curriculum (TAMIC) | Marbury, Nancy Rich |
| 1988 | Stephens College | Issues that Shape the Human Experience | Krawitz, Nikki |
| 1988 - 1989 | Felician College | Gender, Race, Ethnicity and Class: Consideration for the Core Curriculum | Yam, Mary Lou |
| 1988 - 1989 | College of Notre Dame of Maryland | New Perspectives: Women's Studies Across the Curriculum | Wall, Sally |
| 1988 - 1989 | Richard Stockton College | The Pedagogy of Inclusion | Dugan, Penny |
| 1988 - 1989 | Rider College | Balancing the Curriculum and the Campus Environment at Rider College with Respect to Race, Class, and Gender | Cyrus, Virginia/ Vogel, Lise |
| 1988 - 1990 | Augsburg College | Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum | Stratton, Beverly |
| 1988 - 1990 | Mary Washington College | Race and Gender: Programs in Faculty and Curricular Development | Corcoran, Carole/ Vasey, Craig |
| 1988 - 1990 | Metropolitan State University | Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum | Neff, Marsha |
| 1988 - 1990 | St. Cloud State University | Curriculum Integration: Incorporating Women's Perspectives into the Curriculum | Carson, Jane/ Keith, Sandra |
| 1988 - 1990 | Towson University | Integrating the Scholarship on Women into the Curriculum of Selected Community Colleges in the Baltimore-Washington Area | Coulter, Sara/ Hedges, Elaine/ Goldenberg, Myrna |
| 1988 - 1990 | Virginia Commonwealth University | Women's Studies: A Multidisciplinary Approach to Curriculum Development and Integration | Scully, Diana |

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1988 - 1991 | Bergen Community College | The Integration Project: Integrating the New Scholarship on Gender, Race, and Class | Silverberg, Sandra/ Kievitt, David/ Glasgow, Joanne/ Anderson, Mia/ Davis, Judith Rae |
| 1988 - 1991 | University of California, Los Angeles | Ford Ethnic Women's (FEW) Curriculum Transformation Project | Rowe, Karen |
| 1988 - 1992 | Georgian Court College | Revisioning Literature and the Curriculum | Holian, Gail |
| 1988 - 1992 | Ursinus College | Humanistic Calculus: A Pedagogy for the Repressed | Rosenthal, Bill |
| 1988 - 1993 | Howard County Public School System | National SEED Project on Inclusive Curriculum | Parrott, Sara |
| 1988 - present | CUNY, Graduate School and University Center | CUNY Academy for the Humanities and the Sciences Seminar on Scholarship and the Curriculum | Helly, Dorothy O. |
| 1988 - present | Emmanuel College | Women in a Technological World | Fischer, Britta |
| 1989 | Trinity College | Reconstructing American Literature | Lauter, Paul |
| 1989 | Virginia Polytechnic Institute and State University | Curriculum Transformation: Pilot Project | Burger, Ca |
| 1989 - 1990 | Columbia University | Incorporating Race and Gender into Traditional Courses of American Civilization | Howell, Martha |
| 1989 - 1990 | St. Joseph's University | Incorporating Gender into the Curriculum | Alborg, Concha |
| 1989 - 1990 | SUNY System, SUNY Women's Studies Council | SUNY Women's Studies Council Curriculum Diversification Project | Vanfossen, Beth |
| 1989 - 1991 | Albion College | The Gender/Ethnicity Requirement Committee | Lockyer, Judy |
| 1989 - 1991 | University of Arizona | Integrating Minority Women into the Liberal Arts Curriculum | Anderson, Karen/ Garcia, John |
| 1989 - 1991 | Barnard College | Mainstreaming Minority Women's Studies Project | Kaplan, Temma |
| 1989 - 1991 | University of Memphis | Integrating Women of Color into the General Education Curriculum | Higginbotham, Elizabeth |
| 1989 - 1991 | University of Minnesota | Multi-cultural and Gender Inclusive Transformation | Brewer, Rose |
| 1989 - 1991 | University of Oregon | A University for Everyone | Pope, Barbara |
| 1989 - 1991 | University of Washington | Incorporating American Ethnic Minority Women into the Curriculum: An Evaluation of Curriculum Change Projects | Ginorio, Angela/ Butler, Johnnella |
| 1989 - 1992 | CUNY, Graduate School and University Center | Infusing Scholarship on Women of Color into the Liberal Arts Curriculum of the CUNY Senior Colleges | Zalk, Sue Rosenberg |
| 1989 - 1992 | Duke/University of North Carolina | Incorporating Women of Color into the Undergraduate Curriculum | Greene, Christina |
| 1989 - 1992 | George Washington University | Integrating U.S. Minority Women into the Undergraduate Liberal Arts Curriculum | Palmer, Phyllis |
| 1989 - 1992 | University of Wisconsin, Madison | Women of Color in the Curriculum (WOCC) | Hyde, Janet/ Pondrom, Cyrena |
| 1989 - present | County College of Morris | Integrating Women into the Curriculum | Wood, Cliff |
| 1989 - present | University of Maryland, College Park | Curriculum Transformation Project | Rosenfelt, Deborah |
| 1989 - present | University of Washington | Summer Science for Girls | Cook, Nancy |
| 1989 - present | University of Washington | Real-World Mathematics Through Science | Cook, Nancy |

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1989 - present | West Chester University | West Chester University Curriculum Integration Project | Schlau, Stacey |
| 1990 | Connecticut State University | The Project for the Infusion of Multicultural Perspectives and Approaches in College Teaching | Lisi, Penelope |
| 1990 - 1992 | University at Albany, SUNY | Incorporating Puerto Rican Women into the Curriculum and Research | Bose, Christine/ Acosta-Belen, Edna |
| 1990 - 1992 | Colegio Universitario de Cayey | Toward Transformation of the Curriculum: Courses in Liberal Arts | Azize, Yamila |
| 1990 - 1995 | Eastern Washington University | Learning and Teaching Gender Integration | Swedberg, Gertrude |
| 1990 - present | Colegio Universitario de Cayey | Project on Science Courses in Biology and Chemistry | Azize, Yamila |
| 1990 - present | University of Louisville | Project on Race and Gender in the Curriculum | Theriot, Nancy |
| 1990 - present | SUNY, Plattsburg | Curriculum Inclusion Project II | Pryse, Marjorie |
| 1990 - present | Wellesley College | Gender, Race, and Inclusive Education | McIntosh, Peggy |
| 1991 | Wellesley College | SEED Teacher-As-Researcher Project | McIntosh, Peggy/ Style, Emily |
| 1991 - 1992 | Bates College | Faculty Development Seminars | Tobin, Elizabeth |
| 1991 - 1992 | University of California, Los Angeles | Engaging Cultural Legacies: Shaping Core Curricula in the Humanities | Rowe, Karen/ Alpers, Edward Komar, Kathleen/ Yarborough, Richard |
| 1991 - 1992 | St. Edward's University | The Cultural Foundations Component of General Education | Hopper, Marianne/ Jurick, Donna |
| 1991 - 1993 | University of California, Los Angeles | Curriculum and Writing Integration Project (CWIP) | Rowe, Karen |
| 1991 - 1993 | Michigan State University | Curriculum Transformation Workshops for Faculty | Ladenson, Joyce |
| 1991 - 1994 | University of Arizona | Strengthening the Teaching of Middle Eastern Studies and Arabic | Monk, Janice/Newhall, Amy/ Gamal, Adel |
| 1991 - 1994 | Evergreen State College | Washington Center/University of Washington Cultural Pluralism Project | Butler, Johnnella/ Smith, Barbara/ Schmitz, Betty |
| 1991 - 1994 | Metropolitan State University | Multi-cultural and Social Reconstructive Education | Brewer, Rose |
| 1991 - 1995 | Wellesley College | Multicultural Men's Seminar | Russo, Joseph |
| 1991 - present | Southern Connecticut State University | Woman's Place is in the Curriculum, K-12: A Multicultural Approach | Quiroga, Virginia/ Buzzell, Judith/ MacGregor, Molly Murphy |
| 1992 | Ramapo College | Curriculum Transformation Training Workshops | Shapiro-Skrobe, Frances/ Fowler, Kathleen/ Geller, Rosetta/ Reyes, Ramon |
| 1992 | University of Maryland, College Park | Thinking Race and Gender | Williams, Rhonda |
| 1992 | Wellesley College | The SEED Summer Institute on Multicultural Teaching of High School English | McIntosh, Peggy/ Style, Emily |
| 1992 - 1993 | Loyola University | Sophia and Sophistry: Creating a Gender-Balanced Introductory Course in Western Civilization | Moylan, Prudence |
| 1992 - 1993 | University of Washington | University of Washington Cultural Pluralism Project | Butler, Johnnella/Schmitz, Betty |

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1992 - 1993 | Wellesley College | Dodge/SEED Seminar for New Jersey Teachers in the Alternate Route to Certification | McIntosh, Peggy/ Style, Emily |
| 1992 - 1994 | University of South Carolina | University of South Carolina System Model Project for the Transformation of Science & Math Teaching to Reach Women in Various Settings | Rosser, Sue |
| 1992 - 1995 | University of California, Los Angeles | American Council of Learned Societies (ACLS) Elementary and Secondary Curriculum Development Project | Rowe, Karen |
| 1992 - 1995 | Concordia University | Art Education for Diversity: A Department Project Developing an Inclusive Undergraduate and Graduate Curriculum | Sacca, Elizabeth |
| 1992 - 1995 | The Philadelphia Partnership for Education | Women in World History | Brown, Shirley |
| 1992 - 1995 | Rutgers University | The New York/New Jersey Faculty of Color Seminar | Cofield, Willa |
| 1992 - present | The Association of American Colleges and Universities | American Commitments: Diversity, Democracy, and Liberal Learning | Schneider, Carol Geary/ Musil, Caryn McTighe/ Humphreys, Debra/ Dungy, Gwendolyn/ Johnson, Parker/ Hovland, Kevin/ Harper, Lee/ Blasi, Laura/ Hyers, Suzanne |
| 1992 - present | University of Massachusetts | Establishing a Diversity Requirement | Kingston-Mann, Esther |
| 1992 - present | Oregon State University | Difference, Power, and Discrimination Program | Paige, Barbara |
| 1992 - present | Rider College | Race, Class, Gender & Ethnicity Project | Vogel, Lise |
| 1992 - present | University of Wisconsin, Madison | Science, Diversity, and Community: Revitalizing Introductory Curricula | Ross, Jacqueline |
| 1993 | Wellesley College | SEED *Teaching Stories* Project | McIntosh, Peggy/ Style, Emily |
| 1993 | University of Wyoming | Gender and Science: A Symposium | Taylor, Patricia |
| 1993 - 1994 | University of California, Los Angeles | Ethnic and Gender Undergraduate Integration Project | Rowe, Karen |
| 1993 - 1994 | Greenfield Community College | The Inclusive Curriculum | Wiley, Anne |
| 1993 - 1994 | Montgomery College | Curriculum Mainstreaming and Teaching Initiative | Goldenberg, Myrna/Fiol-Matta, Liza |
| 1993 - 1994 | Shelby State Community College | Infusing Feminist Methodology and Pedagogy into the Curriculum at Shelby State Community College | Cross, Lovberta |
| 1993 - 1994 | Turtle Mountain Community College | Turtle Mountain Chippewa Women | Davis, Carol Ann |
| 1993 - 1994 | Wellesley College | Dodge/SEED Seminar for New Jersey Principals | McIntosh, Peggy/ Style, Emily |
| 1993 - 1995 | University at Albany, SUNY | A Consortium for Undergraduate Studies on Latin America and the Caribbean | Bose, Christine |
| 1993 - 1996 | Great Lakes Colleges Association | Empowering Faculty to Foster Intercultural Learning | Elliott, Jeanine |
| 1993 - 1996 | Prince George's County | Prince George's County Teacher Training Institute | Williams, Rhonda/ Harley, Sharon |

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1993 - 1996 | Wellesley College | The Audre Lorde Seminar | Hammonds, Evelynn |
| 1993 - present | Southern Illinois University | Diversity Issues in Teaching: Graduate Teaching Assistant Workshop | Stitt, Beverly |
| 1993 - present | Towson University | National Center for Curriclulum Transformation Resources on Women | Coulter, Sara/ Hedges, Elaine/ Vanfossen, Beth |
| 1994 | Albuquerque Academy | Albuquerque Academy SEED Institute | McIntosh, Peggy/ Style, Emily |
| 1994 | Camden County College | Sounds of Silence: The Emerging Voices of Women of Color in the U.S. | Cook, Lynnette |
| 1994 | Community College of Denver | Curriculum Transformation and Integration | Bollman, Barbara |
| 1994 | Essex County College | Feminist and Minority Theory | Maack, Isa Tavares |
| 1994 | Essex Community College | Curriculum Inclusion - Gender Issues | Pfeiffer-Wetzel, Susan |
| 1994 | LaGuardia Community College | Race and Gender: Linking Theory and Practice | Greenbaum, Joan/ Nesoff, Paula |
| 1994 | Los Angeles Community College | Curriculum Integration Project: Mainstreaming Women's Studies | Clemons, Joan |
| 1994 | Nassau Community College | Gender Issues in Math, Science, and Technology | Horn, Barbara |
| 1994 | Navajo Community College | The Navajo Beauty Way | Guenther, Eleanor |
| 1994 | Parkland College | Multicultural Women's Studies Summer Institute | Kayes, Pauline |
| 1994 | Peralta Community College District | Bay Area Consortium to Mainstream the Scholarship on Women | Fleming, Leslie/ Jones, Barbara |
| 1994 | Princeton University | Middle School American History: The Chorus of Voices Rehearing U.S. History | White, Deborah Gray |
| 1994 | San Mateo County Community College | Mainstreaming the New Gender and Multicultural Research into the Community College Curriculum | LeBow, Diane |
| 1994 - 1995 | Brookdale Community College | Diversity Across the Curriculum | Lester, Irma |
| 1994 - 1996 | University of California, Los Angeles | University of California Southern Region Curriculum Integration Center (SRCIC) | Rowe, Karen |
| 1994 - 1996 | University of California, San Francisco | Family and Women's Primary Care Program | Lommel, Lisa/ Faust, Shotsy |
| 1994 - 1996 | University of Minnesota, Twin Cities | National Diversity and Public Problem-Solving Summer School | Nelson, Barbara |
| 1994 - 1996 | Spelman College | Infusing Diversity in the Liberal Arts Curriculum at a Historically Black College | Guy-Sheftall, Beverly |
| 1994 - 1996 | SUNY, Cortland | SUNY, Cortland American Commitments: Diversity, Democracy & Liberal Learning | Russell, Kathryn |
| 1995 | The Park School | Gender in a Coed World: Issues for Schools & Families | Mason, John/ Hoyt, Barbara |
| 1995 - 1996 | Anne Arundel Community College | Summer Seminar on Gender and the Scholarship on Women | Parry, Shirley |
| 1995 - 1997 | University of Maryland, College Park | Women and Gender in an Era of Global Change: Internationalizing and "Engendering" the Curriculum | Rosenfelt, Deborah/ Bolles, A. Lynn |
| 1995 - 1997 | University of Michigan | Differences Among Women: International Perspectives | Stewart, Abigail |
| 1995 - 1997 | Santa Rosa Junior College | SEED Project on Inclusive Curriculum | Collins, Brenda |

| Project Date | Institution | Project Name | Project Director |
|---|---|---|---|
| 1995 - 1998 | University of Arizona | Global Processes and Local Lives: Comparative Approaches in Women's and Area Studies | Monk, Janice |
| 1995 - 1998 | Five College Consortium, MA | Curricular Crossings in Women's Studies: Women's Health and Welfare in a Global Perspective | Hunt, Margaret |
| 1995 - 1998 | University of Minnesota | Ways of Reading: An Interdisciplinary Approach to Teaching and Research in Women's Studies, International Studies, and Area Studies | Lay, Mary |
| 1995 - 1998 | New York University | Linking Women's and Area Studies in the Undergraduate Curriculum | Young, Marilyn |
| 1995 - 1998 | Princeton University | Feminism, Identity and Politics in Latin America | Adelman, Jeremy/ Nord, Debra |
| 1995 - 1998 | Spelman College | Women and African Diaspora Studies Program | Guy-Sheftall, Beverly/ Robinson, Jontyle Theresa |
| 1995 - present | Bergen Community College | Commit: The COMMittee on Inclusive Teaching | Anderson, Mia/ Behn, Jacqueline/ Bablanian, Gayne/ Box, Lynda/ DelCollege, Lynda/ Kimmel, Isabel |
| 1995 - present | Duke University | Feminist Scholarship in the Disciplines | O'Barr, Jean |
| 1995 - present | Tulane University | To Internationalize Women's Studies Program and Integrate Gender Research into Area Studies | Willinger, Beth |
| 1996 - 1997 | Bergen Community College | Exploring America's Communities: Pluralism and Identity in American History and Literature | Codding, Amparo/ Kaufman, Alan/ Panczyk, Matthew |
| 1996 - 1997 | University of Southern Maine | Race, Gender & Introductory Economics | Feiner, Susan |
| 1996 - 1998 | University at Albany, SUNY | Internationalizing Women's Studies: Crosscultural Approaches to Gender Research and Teaching | Frank, Francine/ Berger, Iris/ Acosta-Belen, Edna |
| 1996 - 1998 | Rutgers University | New Curricular Frameworks: A Gender/Area Studies Collaboration | Balliet, Barbara |
| 1996 - 1998 | University of Wisconsin, Madison | Internationalizing Women's Studies and Integrating Gender Research into Area Studies Programs | James, Stanlie |
| 1996 - present | University of California, Berkeley | International Gender Systems in Comparative Perspective: A Research and Training Program for the U.C. Berkeley Campus | Alarcon, Norma |
| 1996 - present | Southern Illinois University | Women's Awareness Project Curriculum Packets | Stitt, Beverly |
| 1997 | Monmouth University | Cross-Cultural and Global Issues | Datta, Rekha |
|  | Wesleyan University | Seminar in Multicultural Studies | Crosby, Christina |

## Appendix B: Projects are listed alphabetically by state

| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| AZ | University of Arizona | 1981 - 1982 | Extended Teachers Institute in Literature | Aiken, Susan |
| AZ | University of Arizona | 1981 - 1985 | Women's Studies in the Humanities Curriculum | Dinnerstein, Myra |
| AZ | University of Arizona | 1982 - 1985 | Expanding Options in Rural Education | Hamilton, Mary Lynn/ Amodeo, Luiza |
| AZ | University of Arizona | 1983 - 1984 | Extended Teacher Institute on Integrating Women's History in the Secondary School Curriculum | Anderson, Karen |
| AZ | University of Arizona | 1983 - 1985 | Western States Project on Women in the Curriculum | Schmitz, Betty/ Dinnerstein, Myra |
| AZ | University of Arizona | 1984 - 1987 | Integrating Women into International Studies | Monk, Janice |
| AZ | University of Arizona | 1986 - 1988 | Mainstreaming New Research on Women into the Core Undergraduate Curriculum at Selected Institutions | Schmitz, Betty/ Dinnerstein, Myra |
| AZ | University of Arizona | 1987 - 1990 | Teaching Women's Studies from an International Perspective | Monk, Janice |
| AZ | University of Arizona | 1989 - 1991 | Integrating Minority Women into the Liberal Arts Curriculum | Anderson, Karen/ Garcia, John |
| AZ | University of Arizona | 1991 - 1994 | Strengthening the Teaching of Middle Eastern Studies and Arabic | Monk, Janice/ Newhall, Amy/ Gamal, Adel |
| AZ | University of Arizona | 1995 - 1998 | Global Processes and Local Lives: Comparative Approaches in Women's and Area Studies | Monk, Janice |
| AZ | Arizona Historical Society | 1987 - 1988 | Interpreting Gender, Technology, and Rapid Growth: Programs for Arizona Museums | Monk, Janice |
| AZ | Pima Community College | 1987 - 1988 | Gender Awareness Program (GAP) | White, Kathie Snow |
| CA | Cabrillo College | 1987 - 1989 | Western States Project on Mainstreaming Women | Brogan, Rosemary |
| CA | University of California, Berkeley | 1996 - present | International Gender Systems in Comparative Perspective: A Research and Training Program for the U.C. Berkeley | Alarcon, Norma |
| CA | University of California, Los Angeles | 1987 - 1989 | UCLA Curriculum Integration Project (CIP) | Astin, Helen/ Alpers, Edward |
| CA | University of California, Los Angeles | 1988 - 1991 | Ford Ethnic Women's (FEW) Curriculum Transformation Project | Rowe, Karen |
| CA | University of California, Los Angeles | 1991 - 1992 | Engaging Cultural Legacies: Shaping Core Curricula in the Humanities | Rowe, Karen/ Alpers, Edward/ Komar, Kathleen/ Yarborough, Richard |
| CA | University of California, Los Angeles | 1991 - 1993 | Curriculum and Writing Integration Project (CWIP) | Rowe, Karen |
| CA | University of California, Los Angeles | 1992 - 1995 | American Council of Learned Societies (ACLS) Elementary and Secondary Curriculum Development Project | Rowe, Karen |
| CA | University of California, Los Angeles | 1993 - 1994 | Ethnic and Gender Undergraduate Integration Project (EGUIP) | Rowe, Karen |

| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| CA | University of California, Los Angeles | 1994 - 1996 | University of California Southern Region Curriculum Integration Center (SRCIC) | Rowe, Karen |
| CA | University of California, San Francisco | 1994 - 1996 | Family and Women's Primary Care Program | Lommel, Lisa/ Faust, Shotsy |
| CA | Los Angeles Community College | 1994 | Curriculum Integration Project: Mainstreaming Women's Studies | Clemons, Joan |
| CA | Mills College | 1983 - 1985 | Integrating the Scholarship on Women into the Curriculum | Longino, Helen |
| CA | Peralta Community College | 1994 | Bay Area Consortium to Mainstream the Scholarship on Women | Fleming, Leslie/ Jones, Barbara |
| CA | San Francisco State University | 1981 - 1983 | Cross-Cultural Perspectives in the Curriculum | Rosenfelt, Deborah |
| CA | San Mateo County Community College District | 1994 | Mainstreaming the New Gender and Multicultural Research into the Community College Curriculum | LeBow, Diane |
| CA | Santa Rosa Junior College | 1995 - 1997 | SEED Project on Inclusive Curriculum | Collins, Brenda |
| CAN | Concordia University | 1992 - 1995 | Art Education for Diversity: A Department Project Developing an Inclusive Undergraduate and Graduate Curriculum | Sacca, Elizabeth |
| CO | Colorado College | 1984 - 1985 | Faculty Seminar on the New Scholarship on Women | Duncombe, Margaret |
| CO | Colorado State University | 1984 - 1985 | Integrating New Scholarship on Women into the Core Curriculum of a Professional Social Work Education Program | Boland, Mary |
| CO | Community College of Denver | 1994 | Curriculum Transformation and Integration | Bollman, Barbara |
| CT | University of Connecticut | 1985 - present | Project for a Balanced Curriculum | Carter, Patricia |
| CT | Connecticut State University | 1990 | The Project for the Infusion of Multicultural Perspectives and Approaches | Lisi, Penelope |
| CT | Southern Connecticut State University | 1991 - present | Woman's Place is in the Curriculum, K-12: A Multicultural Approach | Quiroga, Virginia/ Buzzell Judith/ MacGregor, Molly Murphy |
| CT | Trinity College | 1989 | Reconstructing American Literature | Lauter, Paul |
| CT | Wesleyan University | | Seminar in Multicultural Studies | Crosby, Christina |
| DC | American Political Science Association | 1981 - 1983, 1988 | Citizenship and Change: Women and American Politics | Mann, Sheilah |
| DC | Association of American Colleges and Universities | 1992 - present | American Commitments: Diversity, Democracy, and Liberal Learning | Schneider, Carol Geary/ Musil, Caryn McTighe/ Humphreys, Debra/ Dungy, Gwendolyn/ Johnson, Parker/ Hovland, Kevin/ Harper, Lee/ Blasi, Laura/ Hyers, Suzanne |
| DC | George Washington University | 1989 - 1992 | Integrating U.S. Minority Women into the Undergraduate Liberal Arts Curriculum | Palmer, Phyllis |
| DE | University of Delaware | 1985 - 1986 | Curriculum Project to Integrate Research on Women into the Curriculum | Andersen, Margaret/ Harding, Sandra |

| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| GA | Spelman College | 1983 - 1985 | Curriculum Development in Black Women's Studies at Selected Southern Colleges | Guy-Sheftall, Beverly |
| GA | Spelman College | 1994 - 1996 | Infusing Diversity in the Liberal Arts Curriculum at an Historically Black College | Guy-Sheftall, Beverly |
| GA | Spelman College | 1995 - 1998 | Women and African Diaspora Studies Program | Guy-Sheftall, Beverly/ Robinson, Jontyle Theresa |
| IL | University of Illinois, Chicago | 1986 - 1988 | Restoring Women to History: Women in Africa, Asia, Latin-America, the Caribbean, and the Middle East | Strobel, Margaret/ Johnson-Odim, Cheryl |
| IL | Loyola University | 1992 - 1993 | Sophia and Sophistry: Creating a Gender-Balanced Introductory Course in Western Civilization | Moylan, Prudence |
| IL | Parkland College | 1994 | Multicultural Women's Studies Summer Institute | Kayes, Pauline |
| IL | Southern Illinois University, Carbondale | 1993 - present | Diversity Issues in Teaching: Graduate Teaching Assistant Workshop | Stitt, Beverly |
| IL | Southern Illinois University, Carbondale | 1996 - present | Women's Awareness Project Curriculum Packets | Stitt, Beverly |
| IN | Indiana University | 1982 - 1984 | Mainstreaming | Robinson, Jean |
| KS | Donnelly College | 1986 - 1988 | Integrating Women's Studies into the Curriculum | Callaghan, Patricia |
| KS | Kansas State University | 1983 | Integrating Material About Women into the Humanities Curriculum | Coyner, Sandra |
| KS | Kansas State University | 1983 - 1985 | The Mainstreaming Project | Coyner, Sandra |
| KS | Kansas State University | 1984 - 1986 | Integrating the New Scholarship on Women into Introduction to Sociology and Social Work Courses | Camp, Henry/ Flora, Cornelia |
| KY | University of Louisville | 1990 - present | Project on Race and Gender in the Curriculum | Theriot, Nancy |
| KY | Wellesley College | 1987 - 1990 | Kentucky Teachers' Project on Women in the Curriculum | McIntosh, Peggy |
| LA | Tulane University | 1995 - present | To Internationalize Women's Studies Program and Integrate Gender Research into Area Studies | Willinger, Beth |
| MA | Emmanuel College | 1985 - present | The City | Fischer, Britta |
| MA | Emmanuel College | 1988 - present | Women in a Technological World | Fischer, Britta |
| MA | Five College Consortium, MA | 1995 - 1998 | Curricular Crossings in Women's Studies: Women's Health and Welfare in a Global Perspective | Hunt, Margaret |
| MA | Greenfield Community College | 1983 - 1985 | Curriculum Development Project | Wiley, Anne |
| MA | Greenfield Community College | 1993 - 1994 | The Inclusive Curriculum | Wiley, Anne |
| MA | Harvard Divinity School | 1973 - present | Women's Studies in Religion Program | Buchanan, Constance |
| MA | University of Massachusetts | 1992 - present | Establishing a Diversity Requirement | Kingston-Mann, Esther |
| MA | Smith College | 1982 - 1990 | The Study of Women: Faculty and Curriculum Transformation Model | Van Dyne, Susan |
| MA | Wellesley College | 1986 - 1987 | Directory of K-12 School Projects and Consultants in Women's Studies | McIntosh, Peggy |
| MA | Wellesley College | 1991 | SEED Teacher-As-Researcher Project | McIntosh, Peggy/ Style, Emily |
| MA | Wellesley College | 1993 - 1994 | Dodge/SEED Seminar for New Jersey Teachers in the Alternate Route to Certification | McIntosh, Peggy/ Style, Emily |

| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| MA | Wellesley College | 1976 - 1985 | Andrew W. Mellon Faculty Development Program: National Fellowship Program and New England Regional Seminar Program | McIntosh, Peggy/ Elliot, Carolyn/ Mokros, Jan/ Tolpin, Martha |
| MA | Wellesley College | 1981 - 1984 | Directory of Programs: Transforming the Liberal Arts Curriculum Through Incorporation of New Scholarship on Women | McIntosh, Peggy |
| MA | Wellesley College | 1982 - 1986 | Andrew W. Mellon Faculty Development Program: National Consulting Program on Curriculum Transformation (Consortial) | McIntosh, Peggy |
| MA | Wellesley College | 1982 - 1984 | Black Women's Studies Faculty and Curriculum Development Project | Scott, Patricia Bell/ Hull, Gloria/ Smith, Barbara |
| MA | Wellesley College | 1982 - 1987 | Geraldine Rockefeller Dodge Faculty Development Project | McIntosh, Peggy |
| MA | Wellesley College | 1986 - present | National SEED Project on Inclusive Curriculum | McIntosh, Peggy/ Style, Emily |
| MA | Wellesley College | 1990 - present | Gender, Race, and Inclusive Education | McIntosh, Peggy |
| MA | Wellesley College | 1991 - 1995 | Multicultural Men's Seminar | Russo, Joseph |
| MA | Wellesley College | 1992 | The SEED Summer Institute on Multicultural Teaching of High School English | McIntosh, Peggy/ Style, Emily |
| MA | Wellesley College | 1993 | SEED *Teaching Stories* Project | McIntosh, Peggy/ Style, Emily |
| MA | Wellesley College | 1993 - 1994 | Dodge/SEED Seminar for New Jersey Principals | McIntosh, Peggy/ Style, Emily |
| MA | Wellesley College | 1993 - 1996 | The Audre Lorde Seminar | Hammonds, Evelynn |
| MA | Wheaton College | 1980 - present | Toward a Balanced Curriculum | Spanier, Bonnie/ Goldberg, Hannah |
| MA | Wheaton College | 1985 | Cross-Cultural Perspectives and Women's Experiences | Maher, Frances |
| MD | Anne Arundel Community College | 1995 - 1996 | Summer Seminar on Gender and the Scholarship on Women | Parry, Shirley |
| MD | Essex Community College | 1994 | Curriculum Inclusion - Gender Issues | Pfeiffer-Wetzel, Susan |
| MD | Howard County Public School System | 1988 - 1993 | National SEED Project on Inclusive Curriculum | Parrott, Sara |
| MD | University of Maryland, College Park | 1989 - present | Curriculum Transformation Project | Rosenfelt, Deborah |
| MD | University of Maryland, College Park | 1992 | Thinking Race and Gender | Williams, Rhonda |
| MD | University of Maryland, College Park | 1995 - 1997 | Women and Gender in an Era of Global Change: Internationalizing and "Engendering" the Curriculum | Rosenfelt, Deborah/ Boles, A. Lynn |
| MD | Montgomery College | 1984 - 1987 | Integrating Women into the Curriculum | Goldenberg, Myrna |
| MD | Montgomery College | 1987 | Balancing the Curriculum Summer Institute | Goldenberg, Myrna |
| MD | Montgomery College | 1993 - 1994 | Curriculum Mainstreaming and Teaching Initiative | Goldenberg, Myrna/ Fiol-Matta, Liza |
| MD | College of Notre Dame of MD | 1988 - 1989 | New Perspectives: Women's Studies Across the Curriculum | Wall, Sally |
| MD | The Park School | 1995 | Gender in a Coed World: Issues for Schools & Families | Mason, John/ Hoyt, Barbara |

| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| MD | Prince George's County | 1993 - 1996 | Prince George's County Teacher Training Institute | Williams, Rhonda/ Harley, Sharon |
| MD | St Paul's School for Girls | 1987 - present | Toward a More Inclusive Curriculum (TAMIC) | Marbury, Nancy Rich |
| MD | Towson University | 1983 - 1986 | Transforming the Curriculum, Integrating the Scholarship on Women | Coulter, Sara/ Hedges, Elaine |
| MD | Towson University | 1988 - 1990 | Integrating the Scholarship on Women into the Curricululm of Selected Community Colleges in the Baltimore-Washington Area | Coulter, Sara/ Hedges, Elaine/ Goldenberg, Myrna |
| MD | Towson University | 1993 - present | National Center for Curriculum Transformation Resources on Women | Coulter, Sara/ Hedges, Elaine/ Vanfossen, Beth |
| ME | Bates College | 1990 - present | Faculty Development Seminars | Tobin, Elizabeth |
| ME | University of Maine | 1980 - present | Women in the Curriculum (WIC) and Women's Studies Program | Schonberger, Ann |
| ME | University of Southern Maine | 1996 - 1997 | Race, Gender & Introductory Economics | Feiner, Susan |
| MI | Albion College | 1989 - 1991 | The Gender/Ethnicity Requirement Committee | Lockyer, Judy |
| MI | Great Lakes Colleges Association | 1993 - 1996 | Empowering Faculty to Foster Intercultural Learning | Elliott, Jeanine |
| MI | University of Michigan | 1995 - 1997 | Differences Among Women: International Perspectives | Stewart, Abigail |
| MI | Michigan State Univeristy | 1981 - 1983 | Mainstreaming of Women's Studies into the Traditional Curriculum | Ladenson, Joyce |
| MI | Michigan State University | 1991 - 1993 | Curriculum Transformation Workshops for Faculty | Ladenson, Joyce |
| MN | Augsburg College | 1988 - 1990 | Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum | Stratton, Beverly |
| MN | Hamline University | 1977 - present | Women in World Area Studies (WWAS) | Gross, Susan Hill/ Bingham, Marjorie Wall |
| MN | Hamline University | 1977 - present | Women in Development | Gross, Susan Hill/ Rojas, Mary Hill |
| MN | Metropolitan State University | 1988 - 1990 | Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum | Neff, Marsha/ Ferguson, Beverly |
| MN | Metropolitan State University | 1991 - 1994 | Multi-cultural and Social Reconstructive Education | Brewer, Rose |
| MN | University of Minnesota | 1989 - 1991 | Multi-cultural and Gender Inclusive Transformation | Brewer, Rose |
| MN | University of Minnesota | 1994 - 1996 | National Diversity and Public Problem-Solving Summer School | Nelson, Barbara |
| MN | University of Minnesota | 1995 - 1998 | Ways of Reading: An Interdisciplinary Approach to Teaching and Research in Women's Studies, International Studies and Area Studies | Lay, Mary |
| MN | St. Cloud State University | 1988 - 1990 | Curriculum Integration: Incorporating Women's Perspectives into the Curriculum | Carson, Jane/ Keith, Sandra |
| MO | Stephens College | 1986 - 1988 | Curriculum Project for the Consortuim for the Advancement of Private Higher Education | Krawitz, Nikki |
| MO | Stephens College | 1988 | Issues that Shape the Human Experience | Krawitz, Nikki |
| MT | Montana State University | 1979 - 1981 | Seeking Women's Equity through Curriculum Reform | Schmitz, Betty |
| MT | Montana State University | 1981 - 1983 | Northern Rockies Project on Women in the Curriculum | Schmitz, Betty |

| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| NC | Duke University | 1983 - 1989 | Integrating Women into the Curriculum | O'Barr, Jean |
| NC | Duke University | 1983 - present | Research on Women, Gender and Feminist Theories | O'Barr, Jean |
| NC | Duke University | 1995 - present | Feminist Scholarship in the Disciplines | O'Barr, Jean |
| NC | Duke/University of North Carolina | 1983 - 1986 | Incorporating Women's Studies into Secondary and Post-Secondary Education in North Carolina | Greene, Christina |
| NC | Duke/University of North Carolina | 1986 - 1988 | Women's Studies Curriculum Development Project | Greene, Christina |
| NC | Duke/University of North Carolina | 1989 - 1992 | Incorporating Women of Color into the Undergraduate Curriculum | Greene, Christina |
| NC | Guilford College | 1973 - present | Projects of the Women's Studies Program | Stoneburner, Carol |
| ND | University of North Dakota | 1980 - 1982 | New Scholarship on Women: A Curriculum Transformation Project | O'Donnell, Sherry |
| ND | University of North Dakota | 1984 - 1985 | Is It 40 Below at UND for Female Students? | Donaldson, Sandra |
| ND | Turtle Mountain Community College | 1993 - 1994 | Turtle Mountain Chippewa Women | Davis, Carol Ann |
| NE | University of Nebraska at Omaha | 1984 - 1985 | Women in the Curriculum | Leavitt, Harvey |
| NE | College of Saint Mary | 1984 - 1985 | Re-Claiming Our Heritage: Women's Studies at CSM | Mulliken, Elizabeth |
| NJ | Bergen Community College | 1988 - 1991 | The Integration Project: Integrating the New Scholarship on Gender, Race, and Class | Silverberg, Sandra/ Kievitt, David/ Glasgow, Joanne/ Davis, Judith Rae/ Anderson, Mia |
| NJ | Bergen Community College | 1995 - present | Commit: The COMMittee on Inclusive Teaching | Anderson, Mia/ Bablanian, Gayne/ Behn, Jacqueline/ Box, Lynda/ Del College, Karen/ Kimmel, Isabel |
| NJ | Bergen Community College | 1996 - 1997 | Exploring America's Communities: Pluralism and Identity in American History and Literature | Codding, Amparo/ Kaufman, Alan/ Panczyk, Matthew |
| NJ | Brookdale Community College | 1994 - 1995 | Diversity Across the Curriculum | Lester, Irma |
| NJ | Camden County College | 1994 | Sounds of Silence: The Emerging Voices of Women of Color in the U.S. | Cook, Lynnette |
| NJ | County College of Morris | 1989 - present | Integrating Women into the Curriculum | Wood, Cliff |
| NJ | Drew University | 1984 - 1985 | Mainstreaming Women's Studies into the Humanities Curriculum | Kolmar, Wendy/ Weimer, Joan |
| NJ | Drew University | 1985 - 1986 | Integrating Women's Studies into the Curriculum: Humanities Introductory and Survey Courses | Kolmar, Wendy/ Weimer, Joan |
| NJ | Drew University | 1987 - 1988 | Integrating the Scholarship on Gender: The Intersection of Race, Class, Ethnicity and Gender | Kolmar, Wendy |
| NJ | Essex County College | 1994 | Feminist and Minority Theory | Maack, Isa Tavares |
| NJ | Felician College | 1988 - 1989 | Gender, Race, Ethnicity and Class: Consideration for the Core Curriculum | Yam, Mary Lou |

| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| NJ | Georgian Court College | 1988 - 1992 | Revisioning Literature and the Curriculum | Holian, Gail |
| NJ | Monmouth University | 1987 - 1989 | Integrating the Scholarship on Gender: Faculty Development (1987-1988); Curriculum Development (1988-1989) | Bluemel, Kristin/ Lauria, Marilyn |
| NJ | Monmouth University | 1997 | Cross-Cultural and Global Issues | Datta, Rekha |
| NJ | New Jersey Institute of Technology | 1981 - 1993 | Females in Engineering...Methods, Motivation, Experience | Novemsky, Lisa |
| NJ | Princeton University | 1994 | Middle School American History: The Chorus of Voices Rehearing U.S. History | White, Deborah Gray |
| NJ | Princeton University | 1995 - 1998 | Feminism, Identity and Politics in Latin America | Adelman, Jeremy/ Nord, Debra |
| NJ | Ramapo College | 1992 | Curriculum Transformation Training Workshops | Shapiro-Skrobe, Frances/ Fowler, Kathleen/ Geller, Rosetta/ Reyes, Ramon |
| NJ | Richard Stockton College | 1985 - 1987 | Women in Law, History, and Literature | Latourette, Audrey Wolfson |
| NJ | Richard Stockton College | 1987 - 1988 | Transforming the Curriculum: Women's Place is in the Curriculum | Ashton, Nancy |
| NJ | Richard Stockton College | 1988 - 1989 | The Pedagogy of Inclusion | Dugan, Penny |
| NJ | Rider College | 1988 - 1989 | Balancing the Curriculum and the Campus Environment at Rider College with Respect to Race, Class, and Gender | Cyrus, Virginia/ Vogel, Lise |
| NJ | Rider College | 1992 - present | Race, Class, Gender & Ethnicity Project | Vogel, Lise |
| NJ | Rutgers University | 1986 - 1987 | Model of Persistence: Women Artists in the 20th Century | Olin, Ferris/ Brodsky, Judith/ York, Hildreth/ Duus, Louise |
| NJ | Rutgers University | 1992 - 1995 | The New York/New Jersey Faculty of Color Seminar | Cofield, Willa/ McIntosh, Peggy/ Style, Emily |
| NJ | Rutgers University | 1996 - 1998 | New Curricular Frameworks: A Gender/Area Studies Collaboration | Balliet, Barbara |
| NJ | William Paterson College | 1980 - present | The Race and Gender Project | Rothenberg, Paula |
| NJ | William Paterson College | 1985 - 1986 | Integrating Women and Issues of Gender into the Humanities Curriculum | Rothenberg, Paula |
| NJ | William Paterson College | 1986 - present | The New Jersey Project | Rothenberg, Paula/ Smith, Carol |
| NM | University of Albuquerque | 1984 - 1985 | Women in the Curriculum | Gray, Glenda |
| NM | Albuquerque Academy | 1994 | Albuquerque Academy SEED Institute | McIntosh, Peggy/ Style, Emily |
| NM | Eastern New Mexico University | 1984 - 1985 | Integrating Women's Studies into the Core Curriculum | Frost, Janet |
| NM | Navajo Community College | 1994 | The Navajo Beauty Way | Guenther, Eleanor |
| NM | University of New Mexico | 1984 - 1986 | Into the Mainstream: Integrating the New Scholarship on Women in the Curriculum | Bannan, Helen |
| NY | Barnard College | 1989 - 1991 | Mainstreaming Minority Women's Studies Project | Kaplan, Temma |
| NY | Columbia University | 1989 - 1990 | Incorporating Race and Gender into Traditional Courses of American Civilization | Howell, Martha |

| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| NY | CUNY, Graduate School and University Center | 1985 - 1987 | Integrating Scholarship on Women into the Community Colleges | Zalk, Sue Rosenberg |
| NY | CUNY, Graduate School and University Center | 1988 - present | CUNY Academy for the Humanities and the Sciences Seminar on Scholarship and the Curriculum | Helly, Dorothy O. |
| NY | CUNY, Graduate School and University Center | 1989 - 1992 | Infusing Scholarship on Women of Color into the Liberal Arts Curriculum of the CUNY Senior Colleges | Zalk, Sue Rosenberg |
| NY | CUNY, Hunter College | 1982 - 1986 | Integrating Scholarship on Women into Introductory Courses | Lees, Susan/ Denmark, Florence/ Helly, Dorothy O. |
| NY | CUNY, Hunter College | 1984 - 1986 | Integrating Scholarship on Women into the Professional Schools | Helly, Dorothy O./ Abramovitz, Mimi |
| NY | CUNY, Hunter College | 1987 - 1991 | Balancing the Curriculum for Gender, Race, Ethnicity and Class: Seminar for Vocational and Technical Education | Helly, Dorothy O. |
| NY | LaGuardia Community College | 1994 | Race and Gender: Linking Theory and Practice | Greenbaum, Joan/ Nesoff, Paula |
| NY | Nassau Community College | 1994 | Gender Issues in Math, Science, and Technology | Horn, Barbara |
| NY | New York University | 1995 - 1998 | Linking Women's and Area Studies in the Undergraduate Curriculum | Young, Marilyn |
| NY | University at Albany, SUNY | 1990 - 1992 | Incorporating Puerto Rican Women into the Curriculum and Research | Bose, Christine/ Acosta-Belen, Edna |
| NY | University at Albany, SUNY | 1993 - 1995 | A Consortium for Undergraduate Studies on Latin America and the Caribbean | Bose, Christine |
| NY | University at Albany, SUNY | 1996 - 1998 | Internationalizing Women's Studies: Crosscultural Approaches to Gender Research and Teaching | Frank, Francine/ Berger, Iris/ Acosta-Belen, Edna |
| NY | SUNY System, SUNY Women's Studies Council | 1989 - 1990 | SUNY Women's Studies Council Curriculum Diversification Project | Vanfossen, Beth |
| NY | SUNY, Brockport | 1987 - 1989 | Curriculum Integration Project | Vanfossen, Beth |
| NY | SUNY, Cortland | 1985 - 1988 | Creating a Requirement in General Education to Study Prejudice and Discrimination | Russell, Kathryn/ Francis, Patty |
| NY | SUNY, Cortland | 1986 | Exploring Gender, Race, and Class | Russell, Kathryn |
| NY | SUNY, Cortland | 1994 - 1996 | SUNY, Cortland American Commitments: Diversity, Democracy & Liberal Learning | Russell, Kathryn |
| NY | SUNY, Plattsburgh | 1987 - 1995 | Curriculum Inclusion Project I | Buckley, Suzann |
| NY | SUNY, Plattsburgh | 1990 - present | Curriculum Inclusion Project II | Pryse, Marjorie |
| OH | Ohio University | 1987 - 1988 | Integrating Gender Scholarship: Transforming the Curriculum | Hunt, Linda/ Hall, Aileen |
| OR | Lewis and Clark College | 1981 | Faculty Development Seminar on Women's Studies | Kirschner, Susan/ Savage, David |
| OR | Lewis and Clark College | 1984 - 1985 | Western States Project on Women in the Curriculum: Math and Sciences | Ward, Jean |
| OR | Lewis and Clark College | 1987 - 1988 | QUILL IV | Ward, Jean/ Atkinson, Jane |
| OR | University of Oregon | 1989 - 1991 | A University for Everyone | Pope, Barbara |

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| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| OR | Oregon State University | 1992 - present | Difference, Power, and Discrimination Program | Paige, Barbara |
| PA | The Philadelphia Partnership for Education | 1992 - 1995 | Women in World History | Brown, Shirley |
| PA | St. Joseph's University | 1989 - 1990 | Incorporating Gender into the Curriculum | Alborg, Concha |
| PA | Ursinus College | 1987 - 1988 | Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class | Hall, Colette |
| PA | Ursinus College | 1988 - 1992 | Humanistic Calculus: A Pedagogy for the Repressed | Rosenthal, Bill |
| PA | West Chester University | 1978 - 1979 | Overcoming Masculine Bias in Introductory College Human Geography | Rengert, Arlene C. |
| PA | West Chester University | 1989 - present | West Chester University Curriculum Integration Project | Schlau, Stacey |
| PR | Colegio Universitario de Cayey | 1990 - 1992 | Toward Transformation of the Curriculum: Courses in Liberal Arts | Azize, Yamila |
| PR | Colegio Universitario de Cayey | 1991 - 1993 | Project on Science Courses in Biology and Chemistry | Azize, Yamila |
| SC | University of South Carolina | 1992 - 1994 | University of South Carolina System Model Project for the Transformation of Science & Math Teaching to Reach Women in Various Settings | Rosser, Sue |
| TN | University of Memphis | 1985 - present | National Summer Workshops on Race and Gender | Higginbotham, Elizabeth |
| TN | University of Memphis | 1989 - 1991 | Integrating Women of Color into the General Education Curriculum | Higginbotham, Elizabeth |
| TN | Shelby State Community College | 1993 - 1994 | Infusing Feminist Methodology and Pedagogy into the Curriculum at Shelby State Community College | Cross, Lovberta |
| TX | El Paso Community College | 1986 - 1988 | El Paso Community College Western States Project on Women in the Curriculum | Foskett, Jeanne |
| TX | St. Edward's University | 1991 - 1992 | The Cultural Foundations Component of General Education | Hopper, Marianne/ Jurick, Donna |
| TX | University of Texas, Arlington | 1984 - 1985 | Women's History and the United States Survey: A Faculty Development Project to Integrate Women's Studies into the Curriculum | Underwood, Kathleen |
| TX | University of Texas, El Paso | 1984 - 1985 | Integrating Women into the Curriculum | Staudt, Kathleen |
| TX | Texas A&M University | 1984 - 1985 | The Texas A&M Curricula Integration Project | Maret, Elizabeth |
| UT | University of Utah | 1985 | Gender Balance in the Curriculum and Teaching of Required Writing Courses | Parsons, Ann |
| UT | Utah State University | 1978 - 1980 | Sex and Gender in the Social Sciences: Reassessing the Introductory Courses | Gappa, Judith/ Pearce, Janice |
| VA | Mary Washington College | 1988 - 1990 | Race and Gender: Programs in Faculty and Curricular Development | Corcoran, Carole/ Vasey, Craig |
| VA | Old Dominion University | 1980 - 1983 | Third World Studies: Integrating Third World Women into the Curriculum | Bookin-Weiner, Jerry |
| VA | Virginia Commonwealth University | 1988 - 1990 | Women's Studies: A Multidisciplinary Approach to Curriculum Development and Integration | Scully, Diana |
| VA | Virginia Polytechnic Institute and State University | 1989 | Curriculum Transformation: Pilot Project | Burger, Carol |
| WA | Central Washington University | 1983 - | Integrating Women's Studies into the Curriculum | Sheldon, Dorothy Mae |
| WA | Eastern Washington University | 1990 - 1995 | Learning and Teaching Gender Integration | Swedberg, Gertrude |

| State | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| WA | Eastern Washington University | 1984 - 1987 | The Team Approach to Women's Studies Integration | Swedberg, Gertrude |
| WA | Evergreen State College | 1991 - 1994 | Washington Center/University of Washington Cultural Pluralism Project | Butler, Johnnella/ Smith, Barbara Leigh/ Schmitz, Betty |
| WA | Gonzaga University | 1984 | Faculty Workshop for Integration of Study of Women into Curriculum | Buker, Eloise |
| WA | Heritage College | 1984 - 1985 | Women as Resources | James, Mary |
| WA | University of Washington | 1989 - 1991 | Incorporating American Ethnic Minority Women Into the Curriculum: An Evaluation of Curriculum Change Projects | Ginorio, Angela/ Butler, Johnnella |
| WA | University of Washington | 1989 - present | Real-World Mathematics Through Science | Cook, Nancy |
| WA | University of Washington | 1989 - present | Summer Science for Girls | Cook, Nancy |
| WA | University of Washington | 1992 - 1993 | University of Washington Cultural Pluralism Project | Butler, Johnnella/ Schmitz, Betty |
| WA | Fairhaven College | 1985 - 1986 | Fairhaven College Faculty Development and Curriculum Integration Project | Anderson, Kathryn |
| WI | Alverno College | 1980 - 1982 | Course Development: The Local Community and its Politics | Salem, Greta |
| WI | University of Wisconsin, Madison | 1989 - 1992 | Women of Color in the Curriculum (WOCC) | Hyde, Janet/ Pondrom, Cyrena |
| WI | University of Wisconsin, Madison | 1992 - present | Science, Diversity, and Community: Revitalizing Introductory Curricula | Ross, Jacqueline |
| WI | University of Wisconsin, Madison | 1996 - 1998 | Internationalizing Women's Studies and Integrating Gender Research into Area Studies Programs | James, Stanlie |
| WY | University of Wyoming | 1982 - 1983 | Integrating Women's Studies into the General Education Program | Jensen, Katherine |
| WY | University of Wyoming | 1983 - 1984 | Modes of Understanding | Jensen, Katherine |
| WY | University of Wyoming | 1993 | Gender and Science: A Symposium | Taylor, Patricia |
| WY | Western Wyoming Community College | 1983 - 1984 | Desexing the Core: Curriculum Changes in Required Introductory Courses | Smith, Barbara |

## Appendix C: Projects are listed by type of institution

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Research | University of Arizona | 1981 - 1982 | Extended Teachers Institute in Literature | Aiken, Susan |
| Research | University of Arizona | 1981 - 1985 | Women's Studies in the Humanities Curriculum | Dinnerstein, Myra |
| Research | University of Arizona | 1982 - 1985 | Expanding Options in Rural Education | Hamilton, Mary Lynn/ Amodeo, Luiza |
| Research | University of Arizona | 1983 - 1984 | Extended Teacher Institute on Integrating Women's History in the Secondary School Curriculum | Anderson, Karen |
| Research | University of Arizona | 1983 - 1985 | Western States Project on Women in the Curriculum | Schmitz, Betty/ Dinnerstein, Myra |
| Research | University of Arizona | 1984 - 1987 | Integrating Women into International Studies | Monk, Janice |
| Research | University of Arizona | 1986 - 1988 | Mainstreaming New Research on Women into the Core Undergraduate Curriculum at Selected Institutions | Schmitz, Betty/ Dinnerstein, Myra |
| Research | University of Arizona | 1987 - 1990 | Teaching Women's Studies from an International Perspective | Monk, Janice |
| Research | University of Arizona | 1989 - 1991 | Integrating Minority Women into the Liberal Arts Curriculum | Anderson, Karen/ Garcia, John |
| Research | University of Arizona | 1991 - 1994 | Strengthening the Teaching of Middle Eastern Studies and Arabic | Monk, Janice/ Newhall, Amy/ Gamal, Adel |
| Research | University of Arizona | 1995 - 1998 | Global Processes and Local Lives: Comparative Approaches in Women's and Area Studies | Monk, Janice |
| Research | University of California, Los Angeles | 1987 - 1989 | UCLA Curriculum Integration Project (CIP) | Astin, Helen/ Alpers, Edward |
| Research | University of California, Los Angeles | 1988 - 1991 | Ford Ethnic Women's Curriculum Transformation Project (FEW) | Rowe, Karen |
| Research | University of California, Los Angeles | 1991 - 1992 | Engaging Cultural Legacies: Shaping Core Curricula in the Humanities | Rowe, Karen/ Alpers, Edward/ Yarborough, Richard/ Komar, Kathleen |
| Research | University of California, Los Angeles | 1991 - 1993 | Curriculum and Writing Integration Project (CWIP) | Rowe, Karen |
| Research | University of California, Los Angeles | 1992 - 1995 | American Council of Learned Societies (ACLS) Elementary and Secondary Curriculum Development | Rowe, Karen |
| Research | University of California, Los Angeles | 1994 - 1996 | University of California Southern Region Curriculum Integration Center (SRCIC) | Rowe, Karen |
| Research | University of California, Los Angeles | 1993 - 1994 | Ethnic and Gender Undergraduate Integration Project (EGUIP) | Rowe, Karen |
| Research | University of California, San Francisco | 1994 - 1996 | Family and Women's Primary Care Program | Lommel, Lisa/ Faust, Shotsy |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Research | University of California, Berkeley | 1996 - present | International Gender Systems in Comparative Perspective: A Research and Training Program | Alarcon, Norma |
| Research | CUNY, Graduate School and University Center | 1985 - 1987 | Integrating Scholarship on Women into the Community Colleges | Zalk, Sue Rosenberg |
| Research | CUNY, Graduate School and University Center | 1988 - present | CUNY Academy for the Humanities and the Sciences Seminar on Scholarship and the Curriculum | Helly, Dorothy O./ Abramovitz, Mimi |
| Research | CUNY, Graduate School and University Center | 1989 - 1992 | Infusing Scholarship on Women of Color into the Liberal Arts Curriculum of the CUNY Senior Colleges | Zalk, Sue Rosenberg |
| Research | University of Connecticut | 1985 - present | Project for a Balanced Curriculum | Carter, Patricia |
| Research | Colorado State University | 1984 - 1985 | Integrating New Scholarship on Women into the Core Curriculum of a Professional Social Work Education | Boland, Mary |
| Research | Columbia University | 1989 - 1990 | Incorporating Race and Gender into Traditional Courses of American Civilization | Howell, Martha |
| Research | University of Delaware | 1985 - 1986 | Curriculum Project to Integrate Research on Women into the Curriculum | Andersen, Margaret/ Harding, Sandra |
| Research | Duke University | 1983 - 1989 | Integrating Women into the Curriculum | O'Barr, Jean |
| Research | Duke University | 1983 - present | Research on Women, Gender and Feminist Theories | O'Barr, Jean |
| Research | Duke University | 1995 - present | Feminist Scholarship in the Disciplines | O'Barr, Jean |
| Research | Duke/University of North Carolina | 1983 - 1986 | Incorporating Women's Studies into Secondary and Post-Secondary Education in North Carolina | Greene, Christina |
| Research | Duke/University of North Carolina | 1986 - 1988 | Women's Studies Curriculum Development Project | Greene, Christina |
| Research | Duke/University of North Carolina | 1989 - 1992 | Incorporating Women of Color into the Undergraduate Curriculum | Greene, Christina |
| Research | George Washington University | 1989 - 1992 | Integrating U.S. Minority Women into the Undergraduate Liberal Arts Curriculum | Palmer, Phyllis |
| Research | Harvard Divinity School | 1973 - present | Women's Studies in Religion Program | Buchanan, Constance |
| Research | University of Illinois, Chicago | 1986 - 1988 | Restoring Women to History: Women in Africa, Asia, Latin-America, the Caribbean and the Middle East | Strobel, Margaret/ Johnson-Odim, Cheryl |
| Research | Indiana University | 1982 - 1984 | Mainstreaming | Robinson, Jean |
| Research | Kansas State University | 1983 | Integrating Material About Women into the Humanities Curriculum | Coyner, Sandra |
| Research | Kansas State University | 1983 - 1985 | The Mainstreaming Project | Coyner, Sandra |
| Research | Kansas State University | 1984 - 1986 | Integrating the New Scholarship on Women into Introduction to Sociology and Social Work Courses | Camp, Henry/ Flora, Cornelia |
| Research | University of Louisville | 1990 - present | Project on Race and Gender in the Curriculum | Theriot, Nancy |
| Research | Loyola University | 1992 - 1993 | Sophia and Sophistry: Creating a Gender-Balanced Introductory Course in Western Civilization | Moylan, Prudence |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Research | University of Maine | 1980 - present | Women in the Curriculum (WIC) and Women's Studies Program | Schonberger, Ann |
| Research | University of Maryland | 1989 - present | Curriculum Transformation Project | Rosenfelt, Deborah |
| Research | University of Maryland | 1992 | Thinking Race and Gender | Williams, Rhonda |
| Research | University of Maryland | 1995 - 1997 | Women and Gender in an Era of Global Change: Internationalizing and "Engendering" the Curriculum | Rosenfelt, Deborah/ Bolles, A. Lynn |
| Research | University of Memphis | 1985 - present | National Summer Workshops on Race and Gender | Higginbotham, Elizabeth |
| Research | University of Memphis | 1989 - 1991 | Integrating Women of Color into the General Education Curriculum | Higginbotham, Elizabeth |
| Research | University of Michigan | 1995 - 1997 | Differences Among Women: International Perspectives | Stewart, Abigail |
| Research | Michigan State University | 1981 - 1983 | Mainstreaming of Women's Studies into the Traditional Curriculum | Ladenson, Joyce |
| Research | Michigan State University | 1991 - 1993 | Curriculum Transformation Workshops for Faculty | Ladenson, Joyce |
| Research | University of Minnesota | 1989 | Multi-cultural and Gender Inclusive Transformation | Brewer, Rose |
| Research | University of Minnesota | 1994 - 1996 | National Diversity and Public Problem-Solving Summer School | Nelson, Barbara |
| Research | University of Minnesota | 1995 - 1998 | Ways of Reading: An Interdisciplinary Approach to Teaching and Research in Women's Studies, International Studies, & Area Studies | Lay, Mary |
| Research | Montana State University | 1979 - 1981 | Seeking Women's Equity through Curriculum Reform | Schmitz, Betty |
| Research | Montana State University | 1981 - 1983 | Northern Rockies Project on Women in the Curriculum | Schmitz, Betty |
| Research | University of New Mexico | 1984 - 1986 | Into the Mainstream: Integrating the New Scholarship on Women in the Curriculum | Bannan, Helen |
| Research | New York University | 1995 - 1998 | Linking Women's and Area Studies in the Undergraduate Curriculum | Young, Marilyn |
| Research | University of North Dakota | 1980 - 1982 | New Scholarship on Women: A Curriculum Transformation Project | O'Donnell, Sherry |
| Research | University of North Dakota | 1984 - 1985 | Is It 40 Below at UND for Female Students? | Donaldson, Sandra |
| Research | Ohio University | 1987 - 1988 | Integrating Gender Scholarship: Transforming the Curriculum | Hunt, Linda/ Hall, Aileen |
| Research | University of Oregon | 1989 - 1991 | A University for Everyone | Pope, Barbara |
| Research | Oregon State University | 1992 - present | Difference, Power, and Discrimination Program | Paige, Barbara |
| Research | Princeton University | 1994 | Middle School American History: The Chorus of Voices Rehearing U.S. History | White, Deborah Gray |
| Research | Princeton University | 1995 - 1998 | Feminism, Identity and Politics in Latin America | Adelman, Jeremy/ Nord, Debra |
| Research | Rutgers University | 1986 - 1987 | Model of Persistence: Women Artists in the 20th Century | Olin, Ferris/ Brodsky, Judith/ York, Hildreth/ Duus, Louise |
| Research | Rutgers University | 1992 - 1995 | The New York/New Jersey Faculty of Color Seminar | Cofield, Willa/ McIntosh, Peggy/ Style, Emily |
| Research | Rutgers University | 1996 - 1998 | New Curricular Frameworks: A Gender/Area Studies Collaboration | Balliet, Barbara |
| Research | University of South Carolina | 1992 - 1994 | University of South Carolina System Model Project for the Transformation of Science & Math Teaching to Reach Women in Various Settings | Rosser, Sue |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Research | Southern Illinois University, Carbondale | 1993 - present | Diversity Issues in Teaching: Graduate Teaching Assistant Workshop | Stitt, Beverly |
| Research | Southern Illinois University, Carbondale | 1996 - present | Women's Awareness Project Curriculum Packets | Stitt, Beverly |
| Research | University at Albany, SUNY | 1990 - 1992 | Incorporating Puerto Rican Women into the Curriculum and Research | Bose, Christine/ Acosta-Belen, Edna |
| Research | University at Albany, SUNY | 1993 - 1995 | A Consortium for Undergraduate Studies on Latin America and the Caribbean | Bose, Christine |
| Research | University at Albany, SUNY | 1996 - 1998 | Internationalizing Women's Studies: Crosscultural Approaches to Gender Research and Teaching | Frank, Francine/ Berger, Iris/ Acosta-Belen, Edna |
| Research | Texas A&M University | 1984 - 1985 | The Texas A&M Curricula Integration Project | Maret, Elizabeth |
| Research | University of Texas, Arlington | 1984 - 1985 | Women's History and the United States Survey: A Faculty Development Project to Integrate Women's Studies into the Curriculum | Underwood, Kathleen |
| Research | Tulane University | 1995 - present | To Internationalize Women's Studies Programs and Integrate Gender Research into Area Studies | Willinger, Beth |
| Research | University of Utah | 1985 | Gender Balance in the Curriculum and Teaching of Required Writing Courses | Parsons, Ann |
| Research | Utah State University | 1978 - 1980 | Sex and Gender in the Social Sciences: Reassessing the Introductory Courses | Gappa, Judith |
| Research | University of Washington | 1989 - present | Summer Science for Girls | Cook, Nancy |
| Research | University of Washington | 1989 - present | Real-World Mathematics Through Science | Cook, Nancy |
| Research | University of Washington | 1989 - 1991 | Incorporating American Ethnic Minority Women Into the Curriculum: An Evaluation of Curriculum Change Projects | Ginorio, Angela/ Butler, Johnnella |
| Research | University of Washington | 1992 - 1993 | University of Washington Cultural Pluralism Project | Butler, Johnnella/ Schmitz, Betty |
| Research | University of Wisconsin, Madison | 1989 - 1992 | Women of Color in the Curriculum (WOCC) | Hyde, Janet/ Pondrom, Cyrena |
| Research | University of Wisconsin, Madison | 1992 - present | Science, Diversity, and Community: Revitalizing Introductory Curricula | Ross, Jacqueline |
| Research | University of Wisconsin, Madison | 1996 - 1998 | Internationalizing Women's Studies and Integrating Gender Research into Area Studies Programs | James, Stanlie |
| Research | University of Wyoming | 1983 - 1984 | Modes of Understanding | Jensen, Katherine |
| Research | University of Wyoming | 1982 - 1983 | Integrating Women's Studies into the General Education Program | Jensen, Katherine |
| Research | University of Wyoming | 1993 | Gender and Science: A Symposium | Taylor, Patricia |
| Research | Virginia Commonwealth University | 1988 - 1990 | Women's Studies: A Multidisciplinary Approach to Curriculum Development and Integration | Scully, Diana |
| Research | Virginia Polytechnic Institute and State University | 1989 | Curriculum Transformation: Pilot Project | Burger, Carol |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Four year | Albion College | 1989 - 1991 | The Gender/Ethnicity Requirement Committee | Lockyer, Judy |
| Four year | University of Albuquerque | 1984 - 1985 | Women in the Curriculum | Gray, Glenda |
| Four year | Albuquerque Academy | 1994 | Albuquerque Academy SEED Institute | McIntosh, Peggy/ Style, Emily |
| Four year | Alverno College | 1980 - 1982 | Course Development: The Local Community and its Politics | Salem, Greta |
| Four year | Augsburg College | 1988 - 1990 | Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum | Stratton, Beverly |
| Four year | Barnard College | 1989 - 1991 | Mainstreaming Minority Women's Studies Project | Kaplan, Temma |
| Four year | Bates College | 1990 - present | Faculty Development Seminars | Tobin, Elizabeth |
| Four year | Central Washington University | 1983 | Integrating Women's Studies into the Curriculum | Sheldon, Dorothy |
| Four year | Colegio Universitario de Cayey | 1990 - 1992 | Toward Transformation of the Curriculum: Courses in Liberal Arts | Azize, Yamila |
| Four year | Colegio Universitario de Cayey | 1991 - 1993 | Project on Science Courses in Biology and Chemistry | Azize, Yamila |
| Four year | College of Saint Mary | 1984 - 1985 | Re-Claiming Our Heritage: Women's Studies at CSM | Mulliken, Elizabeth |
| Four year | Colorado College | 1984 - 1985 | Faculty Seminar on the New Scholarship on Women | Duncombe, Margaret |
| Four year | Concordia University | 1992 - 1995 | Art Education for Diversity: A Department Project Developing an Inclusive Undergraduate and Graduate Curriculum | Sacca, Elizabeth |
| Four year | Connecticut State University | 1990 | The Project for the Infusion of Multicultural Perspectives and Approaches in College Teaching | Lisi, Penelope |
| Four year | CUNY, Hunter College | 1982 - 1986 | Integrating Scholarship on Women into Introductory Courses | Lees, Susan/ Denmark, Florence/ Helly, Dorothy O |
| Four year | CUNY, Hunter College | 1984 - 1986 | Integrating Scholarship on Women into the Professional Schools | Helly, Dorothy O |
| Four year | CUNY, Hunter College | 1987 - 1991 | Balancing the Curriculum for Gender, Race, Ethnicity and Class: Seminar for Vocational and Technical Education | Helly, Dorothy O |
| Four year | Drew University | 1984 - 1985 | Mainstreaming Women's Studies into the Humanities Curriculum | Kolmar, Wendy/ Weimer, Joan |
| Four year | Drew University | 1985 - 1986 | Integrating Women's Studies into the Curriculum: Humanities Introductory and Survey Courses | Kolmar, Wendy |
| Four year | Drew University | 1987 - 1988 | Integrating the Scholarship on Gender: The Intersection of Race, Class, Ethnicity and Gender | Kolmar, Wendy/ Weimer, Joan |
| Four year | Eastern New Mexico University | 1984 - 1985 | Integrating Women's Studies into the Core Curriculum | Frost, Janet |
| Four year | Eastern Washington University | 1984 - 1987 | The Team Approach to Women's Studies Integration | Swedberg, Gertrude |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Four year | Eastern Washington University | 1990 - 1995 | Learning and Teaching Gender Integration | Swedberg, Gertrude |
| Four year | Emmanuel College | 1985 - present | The City | Fischer, Britta |
| Four year | Emmanuel College | 1988 - present | Women in a Technological World | Fischer, Britta |
| Four year | Evergreen State College | 1991 - 1994 | Washington Center/University of Washington Cultural Pluralism Project | Butler, Johnnella/ Smith, Barbara Leigh |
| Four year | Fairhaven College | 1985 - 1986 | Fairhaven College Faculty Development and Curriculum Integration Project | Anderson, Kathryn |
| Four year | Felician College | 1988 - 1989 | Gender, Race, Ethnicity and Class: Consideration for the Core Curriculum | Yam, Mary Lou |
| Four year | Five College Consortium | 1995 - 1998 | Curricular Crossings in Women's Studies: Women's Health and Welfare in a Global Perspective | Hunt, Margaret |
| Four year | Georgian Court College | 1988 - 1992 | Revisioning Literature and the Curriculum | Holian, Gail |
| Four year | Gonzaga University | 1984 | Faculty Workshop for Integration of Study of Women into Curriculum | Buker, Eloise |
| Four year | Guilford College | 1973 - present | Projects of the Women's Studies Program | Stoneburner, Carol |
| Four year | Hamline University | 1977 - present | Women in Development | Gross, Susan Hill/ Rojas, Mary Hill |
| Four year | Hamline University | 1977 - present | Women in World Area Studies (WWAS) | Gross, Susan Hill/ Bingham, Marjorie Wall |
| Four year | Heritage College | 1984 - 1985 | Women as Resources | James, Mary |
| Four year | Lewis and Clark College | 1981 | Faculty Development Seminar on Women's Studies | Kirschner, Susan/ Savage, David |
| Four year | Lewis and Clark College | 1984 - 1985 | Western States Project on Women in the Curriculum: Math and Sciences | Ward, Jean |
| Four year | Lewis and Clark College | 1987 - 1988 | QUILL IV | Ward, Jean/ Atkinson, Jane |
| Four year | Mary Washington College | 1988 - 1990 | Race and Gender: Programs in Faculty and Curricular Development | Corcoran, Carole/ Vasey, Craig |
| Four year | University of Massachusetts, Boston | 1992 - present | Establishing a Diversity Requirement | Kingston-Mann, Esther |
| Four year | Metropolitan State University | 1988 - 1990 | Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum | Neff, Marsha |
| Four year | Metropolitan State University | 1991 - 1994 | Multi-cultural and Social Reconstructive Education | Brewer, Rose |
| Four year | Mills College | 1983 - 1985 | Integrating the Scholarship on Women into the Curriculum | Longino, Helen |
| Four year | Monmouth University | 1987 - 1989 | Integrating the Scholarship on Gender: Faculty Development (1987-1988); Curriculum Development (1988-1989) | Bluemel, Kristin |
| Four year | Monmouth University | 1997 | Cross-Cultural and Global Issues | Bluemel, Kristin |
| Four year | University of Nebraska | 1984 - 1985 | Women in the Curriculum | Leavitt, Harvey |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Four year | New Jersey Institute of Technology | 1981 - 1993 | Females in Engineering...Methods, Motivation, Experience | Novemsky, Lisa |
| Four year | College of Notre Dame of Maryland | 1988 - 1989 | New Perspectives: Women's Studies Across the Curriculum | Wall, Sally |
| Four year | Old Dominion University | 1980 - 1983 | Third World Studies: Integrating Third World Women into the Curriculum | Bookin-Weiner, Jerry |
| Four year | Ramapo College | 1992 | Curriculum Transformation Training Workshops | Shapiro-Skrobe, Frances |
| Four year | Richard Stockton College | 1985 - 1987 | Women in Law, History, and Literature | Latourette, Audrey Wolfson |
| Four year | Richard Stockton College | 1987 - 1988 | Transforming the Curriculum: Women's Place is in the Curriculum | Ashton, Nancy |
| Four year | Richard Stockton College | 1988 - 1989 | The Pedagogy of Inclusion | Dugan, Penny |
| Four year | Rider College | 1988 - 1989 | Balancing the Curriculum and the Campus Environment at Rider College with Respect to Race, Class, and Gender | Cyrus, Virginia/ Vogel, Lise |
| Four year | Rider College | 1992 - present | Race, Class, Gender & Ethnicity Project | Vogel, Lise |
| Four year | San Francisco State University | 1981 - 1983 | Cross-Cultural Perspectives in the Curriculum | Rosenfelt, Deborah |
| Four year | Smith College | 1982 - 1990 | The Study of Women: Faculty and Curriculum Transformation Model | Van Dyne, Susan |
| Four year | Southern Connecticut State University | 1991 - present | Woman's Place is in the Curriculum, K-12: A Multicultural Approach | Quiroga, Virginia/ Buzzell, Judith/ MacGregor, Molly Murphy |
| Four year | University of Southern Maine | 1996 - 1997 | Race, Gender & Introductory Economics | Feiner, Susan |
| Four year | Spelman College | 1983 - 1985 | Curriculum Development in Black Women's Studies at Selected Southern Colleges | Guy-Sheftall, Beverly |
| Four year | Spelman College | 1994 - 1996 | Infusing Diversity in the Liberal Arts Curriculum at an Historically Black College | Guy-Sheftall, Beverly |
| Four year | Spelman College | 1995 - 1998 | Women and African Diaspora Studies Program | Guy-Sheftall, Beverly/ Robinson, Jontyle |
| Four year | St. Cloud State University | 1988 - 1990 | Curriculum Integration: Incorporating Women's Perspectives into the Curriculum | Carson, Jane/ Keith, Sandra |
| Four year | St. Edward's University | 1991 - 1992 | The Cultural Foundations Component of General Education | Hopper, Marianne/ Jurick, Donna |
| Four year | St. Joseph's University | 1989 - 1990 | Incorporating Gender into the Curriculum | Alborg, Concha |
| Four year | Stephens College | 1986 - 1988 | Curriculum Project for the Consortium for the Advancement of Private Higher Education | Krawitz, Nikki |
| Four year | Stephens College | 1988 | Issues that Shape the Human Experience | Krawitz, Nikki |
| Four year | SUNY, Brockport | 1987 - 1989 | Curriculum Integration Project | Vantossen, Beth |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Four year | SUNY, Cortland | 1985 - 1988 | Creating a Requirement in General Education to Study Prejudice and Discrimination | Russell, Kathryn/ Francia, Patty |
| Four year | SUNY, Cortland | 1986 | Exploring Gender, Race, and Class | Russell, Kathryn |
| Four year | SUNY, Cortland | 1994 - 1996 | SUNY, Cortland American Commitments: Diversity, Democracy & Liberal Learning | Russell, Kathryn |
| Four year | SUNY, Plattsburgh | 1987 - 1995 | Curriculum Inclusion Project I | Buckley, Suzann |
| Four year | SUNY, Plattsburgh | 1990 - present | Curriculum Inclusion Project II | Pryse, Marjorie |
| Four year | University of Texas | 1984 - 1985 | Integrating Women into the Curriculum | Staudt, Kathleen |
| Four year | Towson University | 1983 - 1986 | Transforming the Curriculum, Intergrating the Scholarship on Women | Coulter, Sara/ Hedges, Elaine |
| Four year | Towson University | 1988 - 1990 | Integrating the Scholarship on Women into the Curriculum of Selected Community Colleges in the Baltimore-Washington Area | Coulter, Sara/ Hedges, Elaine/ Goldenberg, Myrna |
| Four year | Towson University | 1993 - present | National Center for Curriclulum Transformation Resources on Women | Coulter, Sara/ Hedges, Elaine/ Vanfossen, Beth |
| Four year | Trinity College | 1989 | Reconstructing American Literature | Lauter, Paul |
| Four year | Ursinus College | 1987 - 1988 | Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class | Hall, Colette |
| Four year | Ursinus College | 1988 - 1992 | Humanistic Calculus: A Pedagogy for the Repressed | Rosenthal, Bill |
| Four year | Wellesley College | 1976 - 1985 | Andrew W. Mellon Faculty Development Program: National Fellowship Program and New England Regional Seminar Program | McIntosh, Peggy/ Elliot, Carolyn/ Mokros, Jan/ Tolpin, Martha |
| Four year | Wellesley College | 1981 - 1984 | Directory of Programs: Transforming the Liberal Arts Curriculum Through Incorporation of New Scholarship on Women | McIntosh, Peggy |
| Four year | Wellesley College | 1982 - 1984 | Black Women's Studies Faculty and Curriculum Development Project | Scott, Patricia Bell |
| Four year | Wellesley College | 1982 - 1986 | Andrew W. Mellon Faculty Development Program: National Consulting Program on Curriculum Transformation (Consortial) | McIntosh, Peggy |
| Four year | Wellesley College | 1982 - 1987 | Geraldine Rockefeller Dodge Faculty Development Project | McIntosh, Peggy |
| Four year | Wellesley College | 1986 - 1987 | Directory of K-12 School Projects and Consultants in Women's Studies | McIntosh, Peggy |
| Four year | Wellesley College | 1986 - present | National SEED Project on Inclusive Curriculum | McIntosh, Peggy/ Style, Emily |
| Four year | Wellesley College | 1987 - 1990 | Kentucky Teachers' Project on Women in the Curriculum | McIntosh, Peggy |
| Four year | Wellesley College | 1990 - present | Gender, Race, and Inclusive Education | McIntosh, Peggy |
| Four year | Wellesley College | 1991 | SEED Teacher-As-Researcher Project | McIntosh, Peggy/ Style, Emily |
| Four year | Wellesley College | 1991 - 1995 | Multicultural Men's Seminar | Russo, Joseph |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Four year | Wellesley College | 1992 | The SEED Summer Institute on Multicultural Teaching of High School English | McIntosh, Peggy/ Style, Emily |
| Four year | Wellesley College | 1993 | SEED *Teaching Stories* Project | McIntosh, Peggy/ Style, Emily |
| Four year | Wellesley College | 1993 - 1994 | Dodge/SEED Seminar for New Jersey Teachers in the Alternate Route to Certification | McIntosh, Peggy/ Style, Emily |
| Four year | Wellesley College | 1993 - 1994 | Dodge/SEED Seminar for New Jersey Principals | McIntosh, Peggy/ Style, Emily |
| Four year | Wellesley College | 1993 - 1996 | The Audre Lorde Seminar | Hammonds, Evelynn |
| Four year | Wesleyan University | | Seminar in Multicultural Studies | Crosby, Christina |
| Four year | West Chester University | 1978 - 1979 | Overcoming Masculine Bias in Introductory College Human Geography | Rengert, Arlene C. |
| Four year | West Chester University | 1989 - present | West Chester University Curriculum Integration Project | Schlau, Stacey |
| Four year | Wheaton College | 1980 - present | Toward a Balanced Curriculum | Spanier, Bonnie/ Goldberg, Hannah |
| Four year | Wheaton College | 1985 | Cross-Cultural Perspectives and Women's Experiences | Maher, Frances |
| Four year | William Paterson College | 1980 - present | The Race and Gender Project | Rothenberg, Paula |
| Four year | William Paterson College | 1985 - 1986 | Integrating Women and Issues of Gender into the Humanities Curriculum | Rothenberg, Paula |
| Four year | William Paterson College | 1986 - present | The New Jersey Project | Rothenberg, Paula/ Smith, Carol |
| Two year | Anne Arundel Community College | 1995 - 1996 | Summer Seminar on Gender and the Scholarship on Women | Parry, Shirley |
| Two year | Bergen Community College | 1988 - 1991 | The Integration Project: Integrating the New Scholarship on Gender, Race, and Class | Silverberg, Sandra/ Glasgow, Joanne/ Kievitt, David/ Davis, Judith/ Anderson, Mia |
| Two year | Bergen Community College | 1995 - present | Commit: The COMMittee on Inclusive Teaching | Anderson, Mia/ Kimmel, Isabel/ Bablanian, Gayne/ Del College, Karen/ Box, Lynda |
| Two year | Bergen Community College | 1996 - 1997 | Exploring America's Communities: Pluralism and Identity in American History and Literature | Codding, Amparo/ Kaufman, Alan/ Panczyk, Matthew |
| Two year | Brookdale Community College | 1994 - 1995 | Diversity Across the Curriculum | Lester, Irma |
| Two year | Cabrillo College | 1987 - 1989 | Western States Project on Mainstreaming Women | Brogan, Rosemary |
| Two year | Camden County College | 1994 | Sounds of Silence: The Emerging Voices of Women of Color in the U.S. | Cook, Lynnette |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| Two year | Community College of Denver | 1994 | Curriculum Transformation and Integration | Bollman, Barbara |
| Two year | County College of Morris | 1989 - present | Integrating Women into the Curriculum | Wood, Cliff |
| Two year | Donnelly College | 1986 - 1988 | Integrating Women's Studies into the Curriculum | Callaghan, Patricia |
| Two year | El Paso Community College | 1986 - 1988 | El Paso Community College Western States Project on Women in the Curriculum | Foskett, Jeanne |
| Two year | Essex Community College | 1994 | Curriculum Inclusion - Gender Issues | Pfeiffer-Wetzel, Susan |
| Two year | Essex County College | 1994 | Feminist and Minority Theory | Maack, Isa Tavares |
| Two year | Greenfield Community College | 1983 - 1985 | Curriculum Development Project | Wiley, Anne |
| Two year | Greenfield Community College | 1993 - 1994 | The Inclusive Curriculum | Wiley, Anne |
| Two year | LaGuardia Community College | 1994 | Race and Gender: Linking Theory and Practice | Greenbaum, Joan/ Nesoff, Paula |
| Two year | Los Angeles Community College | 1994 | Curriculum Integration Project: Mainstreaming Women's Studies | Clemons, Joan |
| Two year | Montgomery College | 1984 - 1987 | Integrating Women into the Curriculum | Goldenberg, Myrna |
| Two year | Montgomery College | 1987 | Balancing the Curriculum Summer Institute | Goldenberg, Myrna |
| Two year | Montgomery College | 1993 - 1994 | Curriculum Mainstreaming and Teaching Initiative | Goldenberg, Myrna/ Fiol-Matta, Liza |
| Two year | Nassau Community College | 1994 | Gender Issues in Math, Science, and Technology | Horn, Barbara |
| Two year | Navajo Community College | 1994 | The Navajo Beauty Way | Guenther, Eleanor |
| Two year | Parkland College | 1994 | Multicultural Women's Studies Summer Institute | Kayes, Pauline |
| Two year | Peralta Community College District | 1994 | Bay Area Consortium to Mainstream the Scholarship on Women | Fleming, Leslie/ Jones, Barbara |
| Two year | Pima Community College | 1987 - 1988 | Gender Awareness Program (GAP) | White, Kathie Snow |
| Two year | San Mateo County Community College District | 1994 | Mainstreaming the New Gender and Multicultural Research into the Community College Curriculum | LeBow, Diane |
| Two year | Santa Rosa Junior College | 1995 - 1997 | SEED Project on Inclusive Curriculum | Collins, Brenda |
| Two year | Shelby State Community College | 1993 - 1994 | Infusing Feminist Methodology and Pedagogy into the Curriculum at Shelby State Community College | Cross, Lovberta |
| Two year | Turtle Mountain Community College | 1993 - 1994 | Turtle Mountain Chippewa Women | Davis, Carol Ann |
| Two year | Western Wyoming Community College | 1983 - 1984 | Desexing the Core: Curriculum Changes in Required Introductory Courses | Smith, Barbara |

| Institution Type | Institution | Project Date | Project Name | Project Director |
|---|---|---|---|---|
| K-12 | Howard County Public School System | 1988 - 1993 | National SEED Project on Inclusive Curriculum | Parrott, Sara |
| K-12 | The Park School | 1995 | Gender in a Coed World: Issues for Schools & Families | Mason, John/ Hoyt, Barbara |
| K-12 | The Philadelphia Partnership for Education | 1992 - 1995 | Women in World History | Brown, Shirley |
| K-12 | Prince George's County | 1993 - 1996 | Prince George's County Teacher Training Institute | Williams, Rhonda |
| K-12 | St Paul's School for Girls | 1987 - present | Toward a More Inclusive Curriculum (TAMIC) | Marbury, Nancy Rich |
| **Professional Organizations** | | | | |
| Prof. Org. | American Political Science Association | 1981 - 1983, 1988 | Citizenship and Change: Women and American Politics | Mann, Sheilah |
| Prof. Org. | Association of American Colleges and Universities | 1992 - present | American Commitments: Diversity, Democracy, and Liberal Learning | Schneider, Carol Geary/ Musil, Caryn McTighe/ Humphreys, Debra/ Dungy, Gwendolyn/ Johnson, Parker/ Blasi, Laura/ Harper, Lee/ Hovland, Kevin/ Hyers, Suzanne |
| Prof. Org. | Arizona Historical Society | 1987 - 1988 | Interpreting Gender, Technology, and Rapid Growth: Programs for Arizona Museums | Monk, Janice |
| Prof. Org. | Great Lakes Colleges Association | 1993 - 1996 | Empowering Faculty to Foster Intercultural Learning | Elliott, Jeanine |
| Prof. Org. | SUNY System, SUNY Women's Studies Council | 1989 - 1990 | SUNY Women's Studies Council Curriculum Diversification Project | Vanfossen, Beth |

**Appendix D: Projects are listed by total funding in ascending order. Projects for which funding amounts were not available are not included. In most cases the figures do not reflect the value of various kinds of cost share and in-kind contributions.**

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $420 | 1995 - present | Bergen Community College | Commit: The COMMittee on Inclusive Teaching | Anderson, Mia/ Behn, Jacqueline/ Box, Lynda/ Bablanion, Gayne/ Del College, Karen/ Kimmel, Isabel |
| $500 | 1996 - 1997 | Bergen Community College | Exploring America's Communities: Pluralism and Identity in American History and Literature | Codding, Amparo/ Kaufman, Alan/ Panczyk, Matthew |
| $1,000 | 1987 - present | St Paul's School for Girls | Toward a More Inclusive Curriculum (TAMIC) | Marbury, Nancy Rich |
| $1,500 | 1991 - 1993 | Michigan State University | Curriculum Transformation Workshops for Faculty | Ladenson, Joyce |
| $1,875 | 1992 | Ramapo College | Curriculum Transformation Training Workshops | Shapiro-Skrobe, Frances/ Fowler, Kathleen/ Reyes, Ramon/ Geller, Rosetta |
| $2,000 | 1988 - 1993 | Howard County Public School System | National SEED Project on Inclusive Curriculum | Parrott, Sara |
| $2,000 | 1983 | Central Washington University | Integrating Women's Studies into the Curriculum | Sheldon, Dorothy |
| $2,000 | 1983 - 1984 | University of Wyoming | Modes of Understanding | Jensen, Katherine |
| $2,108 | 1984 - 1985 | University of Texas, Arlington | Women's History and the United States Survey: A Faculty Development Project to Integrate Women's Studies into the Curriculum | Underwood, Kathleen |
| $2,550 | 1984 | Gonzaga University | Faculty Workshop for Integration of Study of Women into Curriculum | Buker, Eloise |
| $3,000 | 1983 - present | Duke University | Research on Women, Gender and Feminist Theories | O'Barr, Jean |
| $3,000 | 1991 - 1995 | Wellesley College | Multicultural Men's Seminar | Russo, Joseph |
| $3,000 | 1984 - 1985 | University of Texas, El Paso | Integrating Women into the Curriculum | Staudt, Kathleen |
| $3,000 | 1990 - 1995 | Eastern Washington University | Learning and Teaching Gender Integration | Swedberg, Gertrude |
| $3,000 | 1988 - 1992 | Georgian Court College | Revisioning Literature and the Curriculum | Holian, Gail |
| $3,000 | 1981 - 1983 | Michigan State University | Mainstreaming of Women's Studies into the Traditional Curriculum | Ladenson, Joyce |
| $3,000 | 1984 - 1985 | Lewis and Clark College | Western States Project on Women in the Curriculum: Math and Sciences | Ward, Jean |
| $3,348 | 1984 - 1985 | Eastern New Mexico University | Integrating Women's Studies into the Core Curriculum | Frost, Janet |
| $3,500 | 1983 - 1985 | Greenfield Community College | Curriculum Development Project | Wiley, Anne |
| $3,850 | 1984 - 1985 | Heritage College | Women as Resources | James, Mary |
| $4,400 | 1984 - 1986 | University of New Mexico | Into the Mainstream: Integrating the New Scholarship on Women in the Curriculum | Bannan, Helen |

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $4,500 | 1989 - 1990 | St. Joseph's University | Incorporating Gender into the Curriculum | Alborg, Concha |
| $4,500 | 1987 - 1988 | Pima Community College | Gender Awareness Program (GAP) | White, Kathie Snow |
| $4,600 | 1986 | SUNY, Cortland | Exploring Gender, Race, and Class | Russell, Kathryn |
| $5,000 | 1988 - 1992 | Ursinus College | Humanistic Calculus: A Pedagogy for the Repressed | Rosenthal, Bill |
| $5,000 | 1984 - 1987 | Eastern Washington University | The Team Approach to Women's Studies Integration | Swedberg, Gertrude |
| $5,000 | 1989 - 1991 | Albion College | The Gender/Ethnicity Requirement Committee | Lockyer, Judy |
| $5,000 | 1987 - 1988 | Lewis and Clark College | QUILL IV | Ward, Jean/ Atkinson, Jane |
| $6,000 | 1995 - present | Duke University | Feminist Scholarship in the Disciplines | O'Barr, Jean |
| $6,000 | 1992 - 1993 | Loyola University | Sophia and Sophistry: Creating a Gender-Balanced Introductory Course in Western Civilization | Moylan, Prudence |
| $6,000 | 1985 - 1986 | Fairhaven College | Fairhaven College Faculty Development and Curriculum Integration Project | Anderson, Kathryn |
| $6,000 | 1984 - 1985 | Texas A&M University | The Texas A&M Curricula Integration Project | Maret, Elizabeth |
| $6,000 | 1984 - 1985 | Colorado College | Faculty Seminar on the New Scholarship on Women | Duncombe, Margaret |
| $6,000 | 1983 - 1985 | Mills College | Integrating the Scholarship on Women into the Curriculum | Longino, Helen |
| $6,188 | 1987 - 1988 | Arizona Historical Society | Interpreting Gender, Technology, and Rapid Growth: Programs for Arizona Museums | Monk, Janice |
| $6,227 | 1984 - 1985 | Colorado State University | Integrating New Scholarship on Women into the Core Curriculum of a Professional Social Work Education Program | Boland, Mary |
| $6,500 | | Wesleyan University | Seminar in Multicultural Studies | Crosby, Christina |
| $6,500 | 1986 - 1988 | El Paso Community College | El Paso Community College Western States Project on Women in the Curriculum | Foskett, Jeanne |
| $6,500 | 1986 - 1988 | Donnelly College | Integrating Women's Studies into the Curriculum | Callaghan, Patricia |
| $7,000 | 1985 | University of Utah | Gender Balance in the Curriculum and Teaching of Required Writing Courses | Parsons, Ann |
| $7,000 | 1984 - 1986 | Kansas State University | Integrating the New Scholarship on Women into Introduction to Sociology and Social Work Courses | Camp, Henry/ Flora, Cornelia |
| $7,300 | 1992 - 1995 | Concordia University | Art Education for Diversity: A Department Project Developing an Inclusive Undergraduate and Graduate Curriculum | Sacca, Elizabeth |
| $7,500 | 1985 - present | Emmanuel College | The City | Fischer, Britta |
| $8,000 | 1988 - 1989 | College of Notre Dame of Maryland | New Perspectives: Women's Studies Across the Curriculum | Wall, Sally |
| $8,341 | 1984 - 1985 | University of Albuquerque | Women in the Curriculum | Gray, Glenda |
| $8,658 | 1984 - 1985 | University of Nebraska, Omaha | Women in the Curriculum | Leavitt, Harvey |
| $8,700 | 1987 - 1988 | Ursinus College | Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class | Hall, Colette |
| $9,000 | 1984 - 1985 | College of Saint Mary | Re-Claiming Our Heritage: Women's Studies at CSM | Mulliken, Elizabeth |

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $9,450 | 1984 - 1985 | University of North Dakota | Is It 40 Below at UND for Female Students? | Donaldson, Sandra |
| $10,000 | 1990 - present | Bates College | Faculty Development Seminars | Tobin, Elizabeth |
| $10,000 | 1987 - 1988 | Ohio University | Integrating Gender Scholarship: Transforming the Curriculum | Hunt, Linda/ Hall, Aileen |
| $10,000 | 1985 - 1987 | Richard Stockton College | Women in Law: History, and Literature | Latourette, Audrey Wolfson |
| $10,000 | 1973 - present | Guilford College | Projects of the Women's Studies Program | Stoneburner, Carol |
| $10,000 | 1994 | LaGuardia Community College | Race and Gender: Linking Theory and Practice | Greenbaum, Joan/ Nesoff, Paula |
| $10,000 | 1988 - present | Emmanuel College | Women in a Technological World | Fischer, Britta |
| $10,000 | 1983 - 1985 | Kansas State University | The Mainstreaming Project | Coyner, Sandra |
| $10,000 | 1984 - 1986 | CUNY, Hunter College | Integrating Scholarship on Women into the Professional Schools | Helly, Dorothy O. |
| $10,300 | 1994 | Navajo Community College | The Navajo Beauty Way | Guenther, Eleanor |
| $10,400 | 1994 | Peralta Community College District | Bay Area Consortium to Mainstream the Scholarship on Women | Fleming, Leslie/ Jones, Barbara |
| $10,500 | 1993 - 1994 | Shelby State Community College | Infusing Feminist Methodology and Pedagogy into the Curriculum at Shelby State Community College | Cross, Lovberta |
| $11,000 | 1993 - 1994 | Greenfield Community College | The Inclusive Curriculum | Wiley, Anne |
| $11,000 | 1994 | Community College of Denver | Curriculum Transformation and Integration | Bollman, Barbara |
| $11,000 | 1993 | University of Wyoming | Gender and Science: A Symposium | Taylor, Patricia |
| $12,000 | 1993 | Wellesley College | SEED *Teaching Stories* Project | McIntosh, Peggy/ Style, Emily |
| $12,000 | 1994 | Nassau Community College | Gender Issues in Math, Science, and Technology | Horn, Barbara |
| $12,000 | 1986 - 1987 | Wellesley College | Directory of K-12 School Projects and Consultants in Women's Studies | McIntosh, Peggy |
| $12,000 | 1980 - 1982 | University of North Dakota | New Scholarship on Women: A Curriculum Transformation Project | O'Donnell, Sherry |
| $14,000 | 1994 | Essex County College | Feminist and Minority Theory | Maack, Isa Tavares |
| $14,000 | 1985 - 1986 | William Paterson College | Integrating Women and Issues of Gender into the Humanities Curriculum | Rothenberg, Paula |
| $14,500 | 1978 - 1979 | West Chester University | Overcoming Masculine Bias in Introductory College Human Geography | Rengert, Arlene C. |
| $14,600 | 1994 | Los Angeles Community College | Curriculum Integration Project: Mainstreaming Women's Studies | Clemons, Joan |
| $15,000 | 1994 | San Mateo County Community College District | Mainstreaming the New Gender and Multicultural Research into the Community College Curriculum | LeBow, Diane |
| $15,000 | 1987 - 1989 | Cabrillo College | Western States Project on Mainstreaming Women | Brogan, Rosemary |

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $15,000 | 1988 | Stephens College | Issues that Shape the Human Experience | Krawitz, Nikki |
| $15,000 | 1993 - 1994 | Turtle Mountain Community College | Turtle Mountain Chippewa Women | Davis, Carol Ann |
| $17,000 | 1995 - 1997 | Santa Rosa Junior College | SEED Project on Inclusive Curriculum | Collins, Brenda |
| $18,000 | 1984 - 1987 | Montgomery College | Integrating Women into the Curriculum | Goldenberg, Myrna |
| $19,300 | 1988 - 1990 | St. Cloud State University | Curriculum Integration: Incorporating Women's Perspectives into the Curriculum | Carson, Jane; Keith, Sandra |
| $20,000 | 1991 - 1993 | Colegio Universitario de Cayey | Project on Science Courses in Biology and Chemistry | Azize, Yamila |
| $20,000 | 1980 - 1982 | Alverno College | Course Development: The Local Community and its Politics | Salem, Greta |
| $20,000 | 1988 - 1989 | Felician College | Gender, Race, Ethnicity and Class: Consideration for the Core Curriculum | Yam, Mary Lou |
| $21,000 | 1987 - 1989 | Monmouth University | Integrating the Scholarship on Gender: Faculty Development (1987-1988); Curriculum Development (1988-1989) | Bluemel, Kristin; Lauria, Marilyn |
| $22,000 | 1985 - present | University of Connecticut | Project for a Balanced Curriculum | Carter, Patricia |
| $22,411 | 1983 | Kansas State University | Integrating Material About Women into the Humanities Curriculum | Coyner, Sandra |
| $23,090 | 1984 - 1985 | Drew University | Mainstreaming Women's Studies into the Humanities Curriculum | Kolmar, Wendy; Weimer, Joan |
| $24,000 | 1987 - 1988 | Richard Stockton College | Transforming the Curriculum: Women's Place is in the Curriculum | Ashton, Nancy |
| $24,910 | 1988 - 1990 | Augsburg College | Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum | Stratton, Beverly |
| $25,000 | 1994 | Parkland College | Multicultural Women's Studies Summer Institute | Kayes, Pauline |
| $25,000 | 1994 - 1996 | University of California, Los Angeles | University of California Southern Region Curriculum Integration Center (SRCIC) | Rowe, Karen |
| $25,000 | 1994 | Camden County College | Sounds of Silence: The Emerging Voices of Women of Color in the U.S. | Cook, Lynnette |
| $25,000 | 1995 - present | Tulane University | To Internationalize Women's Studies Program and Integrate Gender Research into Area Studies | Willinger, Beth |
| $25,400 | 1987 - 1988 | Drew University | Integrating the Scholarship on Gender: The Intersection of Race, Class, Ethnicity and Gender | Kolmar, Wendy |
| $27,000 | 1994 - 1996 | SUNY, Cortland | SUNY, Cortland American Commitments: Diversity, Democracy & Liberal Learning | Russell, Kathryn |
| $27,914 | 1985 - 1986 | Drew University | Integrating Women's Studies into the Curriculum: Humanities Introductory and Survey Courses | Kolmar, Wendy |
| $28,000 | 1994 | Essex Community College | Curriculum Inclusion - Gender Issues | Pfeiffer-Wetzel, Susan |
| $30,000 | 1983 - 1989 | Duke University | Integrating Women into the Curriculum | O'Barr, Jean |

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $30,000 | 1992 - 1995 | Rutgers University | The New York/New Jersey Faculty of Color Seminar | Cofield, Willa/ McIntosh, Peggy/ Style, Emily |
| $30,000 | 1986 - 1987 | Rutgers University | Model of Persistence: Women Artists in the 20th Century | Olin, Ferris/ Brodsky, Judith/ York, Hildreth/ Duus, Louise |
| $30,500 | 1985 - 1986 | University of Delaware | Curriculum Project to Integrate Research on Women into the Curriculum | Andersen, Margaret/ Harding, Sandra |
| $32,000 | 1990 | Connecticut State University | The Project for the Infusion of Multicultural Perspectives and Approaches in College Teaching | Lisi, Penelope |
| $38,145 | 1989 - 1990 | SUNY System, SUNY Women's Studies Council | SUNY Women's Studies Council Curriculum Diversification Project | Vanfossen, Beth |
| $40,000 | 1992 - 1993 | Wellesley College | Dodge/SEED Seminar for New Jersey Teachers in the Alternate Route to Certification | McIntosh, Peggy/ Style, Emily |
| $40,000 | 1993 - 1994 | Wellesley College | Dodge/SEED Seminar for New Jersey Principals | McIntosh, Peggy/ Style, Emily |
| $50,000 | 1985 | Wheaton College | Cross-Cultural Perspectives and Women's Experiences | Maher, Frances |
| $50,000 | 1989 - 1991 | Barnard College | Mainstreaming Minority Women's Studies Project | Kaplan, Temma |
| $50,000 | 1982 - 1990 | Smith College | The Study of Women: Faculty and Curriculum Transformation Model | Van Dyne, Susan |
| $50,000 | 1989 - 1991 | University of Memphis | Integrating Women of Color into the General Education Curriculum | Higginbotham, Elizabeth |
| $50,000 | 1985 - 1987 | CUNY, Graduate School and University Center | Integrating Scholarship on Women into the Community Colleges | Zalk, Sue Rosenberg |
| $50,000 | 1989 - present | County College of Morris | Integrating Women into the Curriculum | Wood, Cliff |
| $50,000 | 1995 - 1997 | University of Michigan | Differences Among Women: International Perspectives | Stewart, Abigail |
| $50,000 | 1995 - 1998 | Princeton University | Feminism, Identity and Politics in Latin America | Adelman, Jeremy/ Nord, Debra |
| $50,000 | 1994 | Albuquerque Academy | Albuquerque Academy SEED Institute | McIntosh, Peggy/ Style, Emily |
| $50,200 | 1987 - 1989 | SUNY, Brockport | Curriculum Integration Project | Vanfossen, Beth |
| $51,000 | 1988 - 1990 | Virginia Commonwealth University | Women's Studies: A Multidisciplinary Approach to Curriculum Development and Integration | Scully, Diana |
| $52,000 | 1987 - 1995 | SUNY, Plattsburgh | Curriculum Inclusion Project I | Buckley, Suzann |
| $55,000 | 1989 - 1992 | George Washington University | Integrating U.S. Minority Women into the Undergraduate Liberal Arts Curriculum | Palmer, Phyllis |
| $55,000 | 1996 - 1998 | Rutgers University | New Curricular Frameworks: A Gender/Area Studies Collaboration | Balliet, Barbara |

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $55,000 | 1989 - 1990 | Columbia University | Incorporating Race and Gender into Traditional Courses of American Civilization | Howell, Martha |
| $55,300 | 1988 - present | CUNY, Graduate School and University Center | CUNY Academy for the Humanities and the Sciences Seminar on Scholarship and the Curriculum | Helly, Dorothy O. |
| $57,000 | 1992 - 1995 | University of California, Los Angeles | American Council of Learned Societies (ACLS) Elementary and Secondary Curriculum Development Project | Rowe, Karen |
| $57,835 | 1989 | Virginia Polytechnic Institute and State University | Curriculum Transformation: Pilot Project | Burger, Carol |
| $58,623 | 1988 - 1989 | Richard Stockton College | The Pedagogy of Inclusion | Dugan, Penny |
| $60,000 | 1982 - 1986 | CUNY, Hunter College | Integrating Scholarship on Women into Introductory Courses | Lees, Susan/<br>Denmark, Florence/<br>Helly, Dorothy O. |
| $60,000 | 1994 - 1995 | Brookdale Community College | Diversity Across the Curriculum | Lester, Irma |
| $60,000 | 1987 | Montgomery College | Balancing the Curriculum Summer Institute | Goldenberg, Myrna |
| $60,000 | 1991 | Wellesley College | SEED Teacher-As-Researcher Project | McIntosh, Peggy/<br>Style, Emily |
| $71,000 | 1993 - 1995 | University at Albany, SUNY | A Consortium for Undergraduate Studies on Latin America and the Caribbean | Bose, Christine |
| $72,574 | 1981 - 1982 | University of Arizona | Extended Teachers Institute in Literature | Aiken, Susan |
| $74,000 | 1990 - present | SUNY, Plattsburg | Curriculum Inclusion Project II | Pryse, Marjorie |
| $75,000 | 1987 - 1990 | Wellesley College | Kentucky Teachers' Project on Women in the Curriculum | McIntosh, Peggy/<br>Style, Emily |
| $75,000 | 1996 - 1998 | University of Wisconsin, Madison | Internationalizing Women's Studies and Integrating Gender Research into Area Studies Programs | James, Stanlie |
| $80,000 | 1992 | Wellesley College | The SEED Summer Institute on Multicultural Teaching of High School English | McIntosh, Peggy/<br>Style, Emily |
| $80,000 | 1990 - present | Wellesley College | Gender, Race, and Inclusive Education | McIntosh, Peggy |
| $82,000 | 1988 - 1989 | Rider College | Balancing the Curriculum and the Campus Environment at Rider College with Respect to Race, Class, and Gender | Cyrus, Virginia/<br>Vogel, Lise |
| $84,000 | 1986 - 1988 | Stephens College | Curriculum Project for the Consortuim for the Advancement of Private Higher Education | Krawitz, Nikki |
| $90,000 | 1982 - 1986 | Wellesley College | Andrew W. Mellon Faculty Development Program: National Consulting Program on Curriculum Transformation | McIntosh, Peggy |
| $90,000 | 1992 - 1995 | The Philadelphia Partnership for Education | Women in World History | Brown, Shirley |
| $96,000 | 1983 - 1986 | Duke/University of North Carolina | Incorporating Women's Studies into Secondary and Post-Secondary Education in North Carolina | Greene, Christina |

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $98,116 | 1986 - 1988 | University of Illinois, Chicago | Restoring Women to History: Women in Africa, Asia, Latin-America, the Caribbean and the Middle East | Strobel, Margaret/ Johnson-Odim, Cheryl |
| $100,000 | 1989 - 1992 | Duke/University of North Carolina | Incorporating Women of Color into the Undergraduate Curriculum | Greene, Christina |
| $100,000 | 1995 - 1998 | New York University | Linking Women's and Area Studies in the Undergraduate Curriculum | Young, Marilyn |
| $100,000 | 1981 - 1983, 1988 | American Political Science Association | Citizenship and Change: Women and American Politics | Mann, Sheilah |
| $100,000 | 1989 - 1991 | University of Oregon | A University for Everyone | Pope, Barbara |
| $100,000 | 1994 - 1996 | University of California, San Francisco | Family and Women's Primary Care Program | Lommel, Lisa/ Faust, Shotsy |
| $100,000 | 1989 - 1991 | University of Arizona | Integrating Minority Women into the Liberal Arts Curriculum | Anderson, Karen/ Garcia, John |
| $100,000 | 1989 - 1991 | University of Minnesota | Multi-cultural and Gender Inclusive Transformation | Brewer, Rose |
| $103,000 | 1993 - 1994 | University of California, Los Angeles | Ethnic and Gender Undergraduate Integration Project (EGUIP) | Rowe, Karen |
| $105,000 | 1989 - 1992 | CUNY, Graduate School and University Center | Infusing Scholarship on Women of Color into the Liberal Arts Curriculum of the CUNY Senior Colleges | Zalk, Sue Rosenberg |
| $105,600 | 1996 - 1997 | University at Albany, SUNY | Internationalizing Women's Studies: Crosscultural Approaches to Gender Research and Teaching | Frank, Francine/ Berger Iris/ Acosta-Belen, Edna |
| $109,000 | 1988 - 1990 | Mary Washington College | Race and Gender: Programs in Faculty and Curricular Development | Corcoran, Carole/ Vasey, Craig |
| $110,000 | 1983 - 1984 | University of Arizona, SIROW | Extended Teacher Institute on Integrating Women's History in the Secondary School Curriculum | Anderson, Karen |
| $117,000 | 1990 - 1992 | Colegio Universitario de Cayey | Toward Transformation of the Curriculum: Courses in Liberal Arts | Azize, Yamila |
| $119,000 | 1992 - 1994 | University of South Carolina | University of South Carolina System Model Project for the Transformation of Science & Math Teaching to Reach Women in Various Settings | Rosser, Sue |
| $121,000 | 1981 - 1983 | Montana State University | Northern Rockies Project on Women in the Curriculum | Schmitz, Betty |
| $124,000 | 1990 - 1992 | University at Albany, SUNY | Incorporating Puerto Rican Women into the Curriculum and Research | Bose, Christine/ Acosta-Belen, Edna |
| $125,000 | 1992 - 1993 | University of Washington | University of Washington Cultural Pluralism Project | Butler, Johnnella/ Schmitz, Betty |
| $126,000 | 1982 - 1984 | Indiana University, Bloomington | Mainstreaming | Robinson, Jean |
| $126,783 | 1987 - 1989 | University of California, Los Angeles | UCLA Curriculum Integration Project (CIP) | Astin, Helen/ Alpers, Edward |
| $132,000 | 1978 - 1980 | Utah State University | Sex and Gender in the Social Sciences: Reassessing the Introductory Courses | Gappa, Judith/ Pearce, Janice |

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $135,000 | 1993 - 1996 | Wellesley College | The Audre Lorde Seminar | Hammonds, Evelynn |
| $140,000 | 1993 - 1996 | Prince George's County | Prince George's County Teacher Training Institute | Williams, Rhonda/ Harley, Sharon |
| $140,000 | 1987 - 1990 | University of Arizona | Teaching Women's Studies from an International Perspective | Monk, Janice |
| $140,000 | 1989 - present | University of Washington | Summer Science for Girls | Cook, Nancy |
| $140,000 | 1988 - 1991 | Bergen Community College | The Integration Project: Integrating the New Scholarship on Gender, Race, and Class | Silverberg, Sandra/ Glasgow, Joanne/ Kievitt, David/ Davis, Judith Rae/ Anderson, Mia |
| $150,000 | 1996 - present | University of California, Berkeley | International Gender Systems in Comparative Perspective: A Research and Training Program for the U.C. Berkeley Campus | Alarcon, Norma |
| $150,000 | 1981 - 1983 | San Francisco State University | Cross-Cultural Perspectives in the Curriculum | Rosenfelt, Deborah |
| $150,000 | 1987 - 1991 | CUNY, Hunter College | Balancing the Curriculum for Gender, Race, Ethnicity and Class | Helly, Dorothy O./ Heung, Marina/ Tronto, Joan/ Ortiz, Altagracia/ Omolade, Barbara/ Buncombe, Marie |
| $160,000 | 1984 - 1987 | University of Arizona | Integrating Women into International Studies | Monk, Janice/ Nielson, Joyce |
| $163,000 | 1989 - 1992 | University of Wisconsin, Madison | Women of Color in the Curriculum (WOCC) | Hyde, Janet/ Pondrom, Cyrena |
| $164,000 | 1982 - 1987 | Wellesley College | Geraldine Rockefeller Dodge Faculty Development Project | McIntosh, Peggy |
| $166,000 | 1989 - 1991 | University of Washington | Incorporating American Ethnic Minority Women Into the Curriculum: An Evaluation of Curriculum Change Projects | Ginorio, Angela/ Butler, Johnnella |
| $169,885 | 1991 - 1993 | University of California, Los Angeles | Curriculum and Writing Integration Project (CWIP) | Rowe, Karen |
| $170,000 | 1995 - 1998 | Five College Consortium, MA | Curricular Crossings in Women's Studies: Women's Health and Welfare in a Global Perspective | Hunt, Margaret |
| $172,000 | 1992 - present | University of Massachusetts | Establishing a Diversity Requirement | Kingston-Mann, Esther |
| $175,000 | 1995 - 1998 | University of Minnesota | Ways of Reading: An Interdisciplinary Approach to Teaching and Research in Women's Studies, International Studies, and Area Studies | Lay, Mary |
| $178,887 | 1982 - 1985 | University of Arizona | Expanding Options in Rural Education | Hamilton, Mary Lynn/ Amodeo, Luiza |
| $180,000 | 1986 - 1988 | Duke/University of North Carolina | Women's Studies Curriculum Development Project | Greene, Christina |
| $182,784 | 1991 - 1994 | University of Arizona | Strengthening the Teaching of Middle Eastern Studies and Arabic | Monk, Janice/ Gamal, Adel/ Newhall, Amy |

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $196,771 | 1995 - 1998 | University of Arizona | Global Processes and Local Lives: Comparative Approaches in Women's and Area Studies | Monk, Janice |
| $199,837 | 1995 - 1997 | University of Maryland, College Park | Women and Gender in an Era of Global Change: Internationalizing and Engendering the Curriculum | Rosenfelt, Deborah/ Bolles, A. Lynn |
| $201,305 | 1983 - 1985 | University of Arizona | Western States Project on Women in the Curriculum | Schmitz, Betty/ Dinnerstein, Myra |
| $203,000 | 1995 - 1998 | Spelman College | Women and African Diaspora Studies Program | Guy-Sheftall, Beverly/ Robinson, Jontyle |
| $210,000 | 1986 - 1988 | University of Arizona | Mainstreaming New Research on Women into the Core Undergraduate Curriculum at Selected Institutions | Schmitz, Betty/ Dinnerstein, Myra |
| $210,000 | 1990 - present | University of Louisville | Project on Race and Gender in the Curriculum | Theriot, Nancy |
| $210,000 | 1983 - 1985 | Spelman College | Curriculum Development in Black Women's Studies at Selected Southern Colleges | Guy-Sheftall, Beverly |
| $233,000 | 1996 - 1997 | University of Southern Maine | Race, Gender & Introductory Economics | Feiner, Susan |
| $236,000 | 1988 - 1990 | Towson University | Integrating the Scholarship on Women into the Curricululm of Selected Community Colleges in the Baltimore-Washington Area | Coulter, Sara/ Hedges, Elaine/ Goldenberg, Myrna |
| $250,000 | 1994 - 1996 | University of Minnesota | National Diversity and Public Problem-Solving Summer School | Nelson, Barbara |
| $250,000 | 1980-present | Wheaton College | Toward a Balanced Curriculum | Spanier, Bonnie/ Goldberg, Hannah |
| $252,000 | 1983 - 1986 | Towson State University | Transforming the Curriculum, Integrating the Scholarship on Women | Coulter, Sara/ Hedges, Elaine |
| $256,580 | 1988 - 1991 | University of California, Los Angeles | Ford Ethnic Women's (FEW) Curriculum Transformation Project | Rowe, Karen |
| $275,000 | 1981 - 1985 | University of Arizona | Women's Studies in the Humanities Curriculum | Dinnerstein, Myra |
| $280,000 | 1993 - 1994 | Montgomery College | Curriculum Mainstreaming and Teaching Initiative | Goldenberg, Myrna/ Fiol-Matta, Liza |
| $283,000 | 1989 - present | West Chester University | West Chester University Curriculum Integration Project | Schlau, Stacey |
| $300,000 | 1994 - 1996 | Spelman College | Infusing Diversity in the Liberal Arts Curriculum at a Historically Black College | Guy-Sheftall, Beverly |
| $350,000 | 1979 - 1981 | Montana State University | Seeking Women's Equity through Curriculum Reform | Schmitz, Betty |
| $350,000 | 1981 - 1993 | New Jersey Institute of Technology | Females in Engineering...Methods, Motivation, Experience | Novemsky, Lisa |
| $425,980 | 1988 - 1990 | Metropolitan State University | Incorporating Feminist Scholarship Concerning Gender and Cultural Diversity into the Curriculum | Neff, Marsha/ Ferguson, Beverly |
| $440,000 | 1993 - 1996 | Great Lakes Colleges Association | Empowering Faculty to Foster Intercultural Learning | Elliott, Jeanine |
| $500,000 | 1992 - present | Oregon State University | Difference, Power, and Discrimination Program | Paige, Barbara |
| $500,000 | 1989 - present | University of Maryland, College Park | Curriculum Transformation Project | Rosenfelt, Deborah |
| $501,000 | 1993 - present | Towson University | National Center for Curriculum Transformation Resources on Women | Coulter, Sara/ Hedges, Elaine/Vanfossen, Beth |

| Funding $ | Project Date | Institution | Project Name | Project Director |
|---|---|---|---|---|
| $550,182 | 1992 - present | University of Wisconsin at Madison | Science, Diversity, and Community: Revitalizing Introductory Curricula | Ross, Jacqueline |
| $563,000 | 1986 - present | William Paterson College | The New Jersey Project | Rothenberg, Paula |
| $625,000 | 1976 - 1985 | Wellesley College | Andrew W. Mellon Faculty Development Program: National Fellowship Program and New England Regional Seminar Program | McIntosh, Peggy/ Elliot, Carolyn/ Tolpin, Martha/ Mokros, Jan |
| $700,000 | 1989 - present | University of Washington | Real-World Mathematics Through Science | Cook, Nancy |
| $800,000 | 1991 - 1994 | Evergreen State College | Washington Center/University of Washington Cultural Pluralism Project | Butler, Johnnella/ Smith, Barbara Leigh/ Schmitz, Betty |
| $1,400,000 | 1980 - present | University of Maine | Women in the Curriculum (WIC) and Women's Studies Program | Schonberger, Ann |
| $1,484,000 | 1986 - present | Wellesley College | National SEED Project on Inclusive Curriculum | McIntosh, Peggy/ Style, Emily |
| $2,000,000 | 1973 - present | Harvard Divinity School | Women's Studies in Religion Program | Buchanan, Constance |
| 3.2 million | 1992 - present | Association of American Colleges and Universities | American Commitments: Diversity, Democracy, and Liberal Learning | Schneider, Carol Geary/ Dungy, Gwendolyn/ Musil, Caryn McTighe/ Humphreys, Debra/ Johnson, Parker/ Hovland, Kevin/ Harper, Lee/ Blasi, Laura/ Hyers, Suzanne |

## Appendix E: Projects Involving K-12 Curricula

| Institution | Project Date | Project Name | Project Director |
|---|---|---|---|
| Albuquerque Academy | 1994 | Albuquerque Academy SEED Institute | McIntosh, Peggy/ Style, Emily |
| University of Arizona | 1981 - 1982 | Extended Teachers Institute in Literature | Aiken, Susan |
| University of Arizona | 1982 - 1985 | Expanding Options in Rural Education | Hamilton, Mary Lynn/ Amodeo, Luiza |
| University of Arizona | 1983 - 1984 | Extended Teacher Institute on Integrating Women's History in the Secondary School Curriculum | Anderson, Karen |
| University of California, Los Angeles | 1992 - 1995 | American Council of Learned Societies (ACLS) Elementary and Secondary Curriculum Development Project | Rowe, Karen |
| Duke/University of North Carolina | 1983 - 1986 | Incorporating Women's Studies into Secondary and Post-Secondary Education in North Carolina | Greene, Christina |
| Greenfield Community College | 1983 - 1985 | Curriculum Development Project | Wiley, Anne M. |
| Hamline University | 1977 - present | Women in Development | Gross, Susan Hill/ Rojas, Mary Hill |
| Howard County Public School System | 1988 - 1993 | Howard County Maryland, National SEED Project on Inclusive Curriculum | Parrott, Sara |
| New Jersey Institute of Technology | 1981 - 1993 | Females in Engineering: Methods, Motivation, Experience | Novemsky, Lisa |
| The Park School | 1995 | Gender in a Coed World: Issues for Schools & Families | Mason, John/ Hoyt, Barbara |
| The Philadelphia Partnership for Education | 1992 - 1995 | Women in World History | Brown, Shirley |
| Prince George's County | 1993 - 1996 | Prince George's County Teacher Training Institute | Williams, Rhonda/ Harley, Sharon |
| Princeton University | 1994 | Middle School American History: The Chorus of Voices Rehearing U.S. History | White, Deborah Gray |
| Rutgers University | 1992 - 1995 | The New York/New Jersey Faculty of Color Seminar | Cofield, Willa/ McIntosh, Peggy/ Style, Emily |
| St. Paul's School for Girls | 1987 - present | Toward a More Inclusive Curriculum | Marbury, Nancy Rich |
| Southern Connecticut State University | 1991 - present | Woman's Place Is in the Curriculum, K-12: A Multicultural Approach | Quiroga, Virginia/ Buzzell, Judith/ MacGregor, Molly Murphy |
| Southern Illinois University, Carbondale | 1996 - present | Women's Awareness Project Curriculum Packets | Stitt, Beverly |
| Towson University | 1993 - present | National Center for Curriculum Transformation Resources on Women | Coulter, Sara/ Hedges, Elaine/ Vanfossen, Beth |
| University of Utah | 1985 | Gender Balance in the Curriculum and Teaching of Required Writing Courses | Parsons, Ann |
| University of Washington | 1989 - present | Real-World Mathematics Through Science | Cook, Nancy |
| University of Washington | 1989 - present | Summer Science for Girls | Cook, Nancy |
| Wellesley College | 1982 - 1987 | Geraldine Rockefeller Dodge Faculty Development Project | McIntosh, Peggy |

| Institution | Project Date | Project Name | Project Director |
|---|---|---|---|
| Wellesley College | 1986 - 1987 | Directory of K-12 School Projects and Consultants in Women's Studies | McIntosh, Peggy |
| Wellesley College | 1986 - present | National SEED Project on Inclusive Curriculum | McIntosh, Peggy/ Style, Emily |
| Wellesley College | 1987 - 1990 | Kentucky Teachers' Project on Women in the Curriculum | McIntosh, Peggy/ Sutton, Cathy/ Moran, Sarah |
| Wellesley College | 1990 - present | Gender, Race, and Inclusive Education | McIntosh, Peggy |
| Wellesley College | 1991 | SEED Teacher-As-Researcher Project | McIntosh, Peggy/ Style, Emily |
| Wellesley College | 1991 - 1995 | Multicultural Men's Seminar | Russo, Joseph |
| Wellesley College | 1992 | The SEED Summer Institute on Multicultural Teaching of High School English | McIntosh, Peggy/ Style, Emily |
| Wellesley College | 1993 | SEED *Teaching Stories* Project | McIntosh, Peggy/ Style, Emily |
| Wellesley College | 1993 - 1994 | Dodge/SEED Seminar for New Jersey Teachers in the Alternate Route to Certification | McIntosh, Peggy/ Style, Emily |
| Wellesley College | 1993 - 1994 | Dodge/SEED Seminar for New Jersey Principals | McIntosh, Peggy/ Style, Emily |
| Wellesley College | 1993 - 1996 | The Audre Lorde Seminar | Hammonds, Evelynn |
| William Paterson College | 1986 - 1989 | The New Jersey Project | Smith, Carol/ Rothenberg, Paula |

## Appendix F: Projects Involving Graduate Students

| State Institution | Project Date | Project Name | Project Director |
|---|---|---|---|
| University of California, Los Angeles | 1987 - 1989 | UCLA Curriculum Integration Project (CIP) | Astin, Helen/ Alpers, Edward |
| University of California, Los Angeles | 1988 - 1991 | Ford Ethnic Women's (FEW) Curriculum Transformation Project | Rowe, Karen |
| University of California, Los Angeles | 1993 - 1994 | Ethnic and Gender Undergraduate Integration Project (EGUIP) | Rowe, Karen |
| University of California, Los Angeles | 1994 - 1996 | University of California Southern Region Curriculum Integration Center (SRCIC) | Rowe, Karen |
| Southern Connecticut State University | 1991 - present | Woman's Place Is in the Curriculum, K-12: A Multicultural Approach | Quiroga, Virginia/ Buzzell, Judith/ MacGregor, Molly Murphy |
| Southern Illinois University, Carbondale | 1993 - present | Diversity Issues in Teaching: Graduate Teaching Assistant Workshop | Stitt, Beverly |
| University of Maryland, College Park | 1995 - 1997 | Women and Gender in an Era of Global Change: Internationalizing and "Engendering" the Curriculum | Rosenfelt, Deborah/ Boles, A. Lynn |
| University of Nebraska, Omaha | 1984 - 1985 | Women in the Curriculum | Leavitt, Harvey |
| Rutgers University | 1996 - 1998 | New Curricular Frameworks: A Gender/Area Studies Collaboration | Balliet, Barbara |
| University of Utah | 1985 | Gender Balance in the Curriculum and Teaching of Required Writing Courses | Parsons, Ann |

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**The following publications consist of directories, manuals, and essays covering the primary information needed by educators to transform the curriculum to incorporate the scholarship on women. The publications have been designed to be brief, user friendly, and cross referenced to each other. They can be purchased as a set or as individual titles. Tables of contents and sample passages are available on the National Center Web page: http://www.towson.edu/ncctrw/.**

- ***Directory of Curriculum Transformation Projects and Activities in the U.S.***

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*385 pages, 8½ x 11 hardcover, $30 individuals, $45 institutions, ISBN 1-885303-07-6*

- ***Catalog of Curriculum Transformation Resources***

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*(Available fall 1997)*

- ***Introductory Bibliography for Curriculum Transformation***

The *Introductory Bibliography* provides a list of references for beginning curriculum transformation on women, especially for those organizing projects and activities for faculty and teachers. It does not attempt to be comprehensive but rather to simplify the process of selection by offering an "introduction" that will lead you to other sources.
*15 pages, 6 x 9 paper, $7, ISBN 1-885303-32-7*

- ***Getting Started: Planning Curriculum Transformation***

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*(Available fall 1997)*

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